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THE  
**LIBRARY JOURNAL**

SEPTEMBER, 1918

- THE LIBRARY WAR SERVICE  
FUND CAMPAIGN . Frank P. Stockbridge  
THE NEED OF A PLAN FOR LIBRARY  
DEVELOPMENT . . |C. C. Williamson  
LIBRARY WAR SERVICE  
WHERE THE PERSONNEL RECORDS  
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School and Library Supplement

- LIBRARY WORK WITH CHILDREN  
IN WAR TIME . . . Caroline Burnite  
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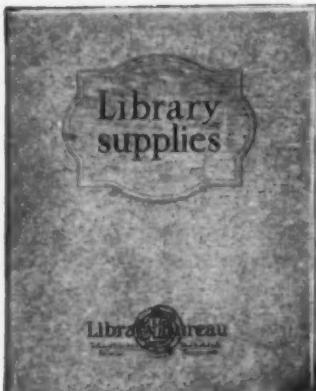
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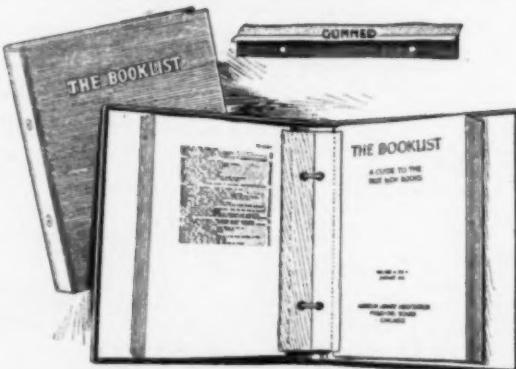
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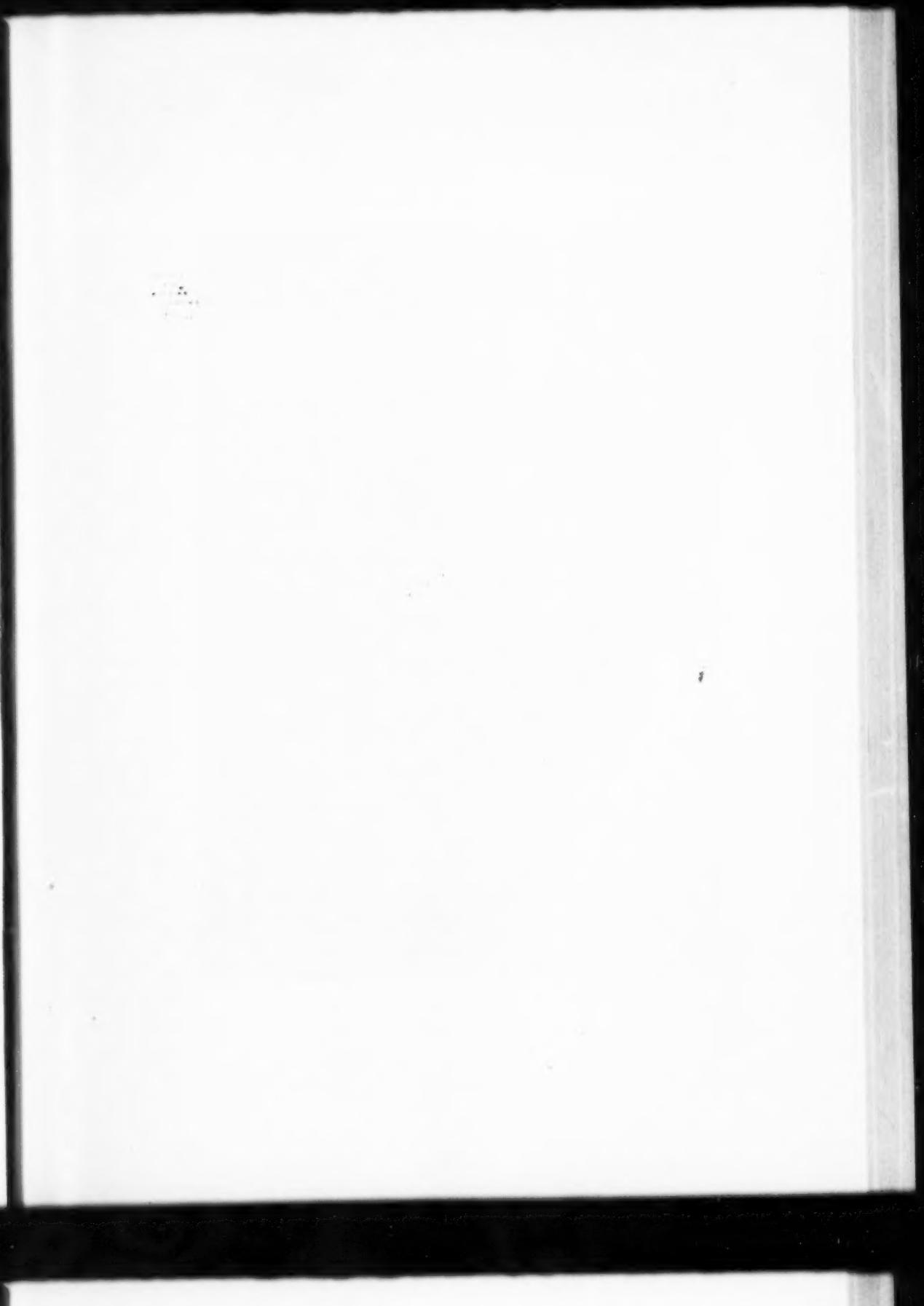
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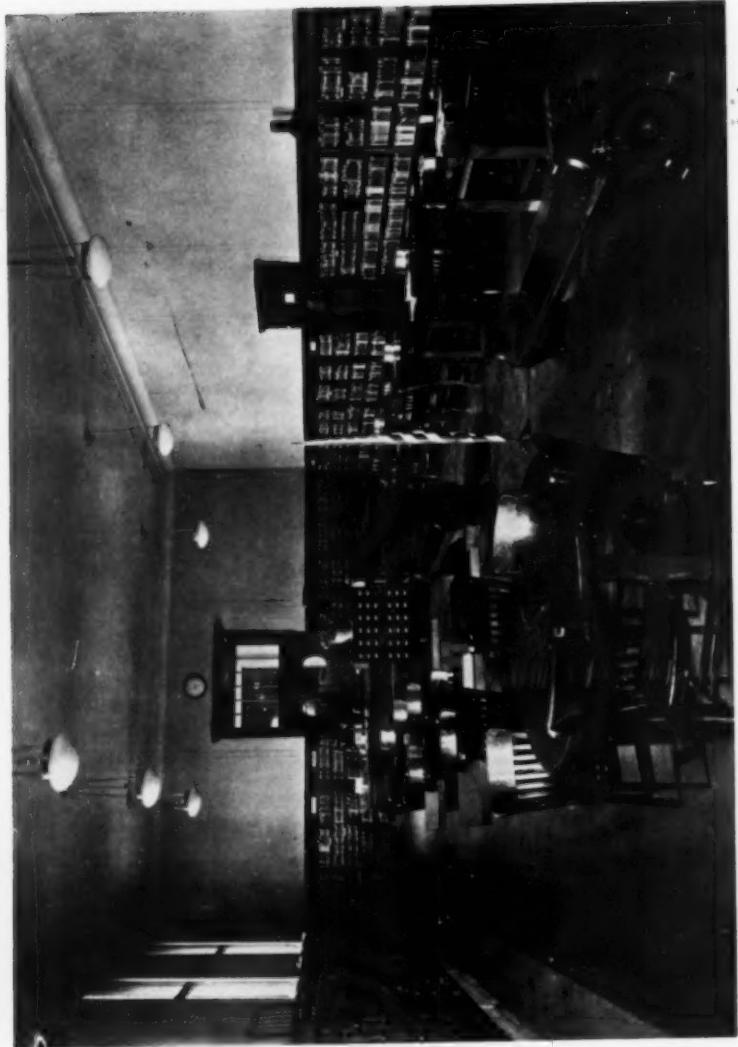


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# THE LIBRARY JOURNAL

Vol. 43

SEPTEMBER, 1918

No. 9

WITH the holding of the district conferences thruout the country this month, the outward and visible evidences of the second campaign for funds to maintain the Library War Service will begin to be manifest. Tho the original plan of holding a separate campaign has been modified to meet the wishes of the Secretary of War and the Commission on Training Camp Activities and the A. L. A. will instead join forces with the Y. M. C. A., the Y. W. C. A., and the War Camp Community Service in one United War Fund Campaign, this should not be regarded by librarians as a reason for any slackening of effort on their part. Rather will it be necessary to redouble every effort, not only for the sake of raising to the largest possible figure the share which the A. L. A. will receive of the final total, but even more that our association, numerically by far the smallest of the four banded together in this undertaking, may bear worthily its share of the responsibility and of the good hard work which will make the drive a success. It is to be clearly understood that all plans for the campaign are to be made by the four organizations working together. Joint state conferences will be held between Sept. 9 and Sept. 26, each organization having an equal representation on all committees. Librarians, who have always stood for co-operation, have here an excellent opportunity to practice what they have preached. The district meetings scheduled are designed primarily to inform the so-called "state directors" more explicitly of the co-operative plan of action agreed upon, so that they in turn may be able to answer questions and give aid and suggestion to the libraries in their states. Elsewhere in this number Mr. Frank Stockbridge, director of public information for the libraries' share in the campaign, outlines very clearly the *modus operandi* to be

followed, and it only remains for all the libraries, from the largest to the smallest, to settle down to the long pull and the strong pull and the pull all together, to make the A. L. A. come thru with flying colors and a record to be proud of.

At its Saratoga conference, the American Library Association specifically sent its thanks to the National Education Association for the co-operation of the teachers and scholars in procuring books for soldiers. This co-operation has taken two important shapes. In many places school children have acted as scouts and collectors for books which the public is willing to give, and the schoolhouses have been made collecting centers for books on their way to library distribution. For the book drive, which is intended to be continuous, such organization of school children may well be made general thruout the country, under the proper administration by teachers and librarians acting conjointly. An even more important service is in the supply of textbooks for educational requirements of the soldiers, for demand has shown the need of books for education quite as much as for recreation. School superintendents and many teachers have desk or examination copies of text-books which they may well spare for this high purpose, and some school buildings have considerable collections, little used, which can now be turned to good use. As Mr. J. C. Dana has pointed out, the job of educating our soldiers to their full usefulness for war and later for peace is so big that government administration may be found necessary, but meantime let us all do all we can to meet the need. The school master is abroad in a very literal sense across the sea as well as within our borders, and the war gives an unlooked-for opportunity to enlarge the after-school field of education and make sure that the parents

of the future will demand for their children a higher standard, a better, broader and more practical education than ever before.

IT has been frequently emphasized, not least by Mr. James Bertram from the experience of the Carnegie Corporation, that unschooled librarians are and must always be in demand for the thousands of little libraries which cannot afford to pay salaries for full trained service. Dr. Williamson, in his paper in this issue, further explains this thought and makes some suggestions of interest for the education of the unprofessional librarians. Much has been accomplished for this class by library institutes, of which those held by the New York State Library authorities are an excellent example, but even these require travel and there will still be "stay-at-homes." Some of these are reached in Massachusetts under the excellent missionary system of the Massachusetts Library Commission. The method of the correspondence school, as is now suggested, may be usefully applied to librarianship and might prove a great boon for those who aspire to be real librarians and to do better service thru their small libraries. Certainly the suggestion is worth thinking about and working out.

A good deal of service has been asked and obtained by the government from librarians in developing filing and card reference systems, thru which only can records dealing with the millions of men and the thousands of subjects be kept in any kind of shape. The lack of such systems has not only wasted official time counting up to the millions in dollars but has produced confusion worse confounded which cannot be measured in loss by money terms. A good example of the methods worked out from library experience is described in the letter printed elsewhere from Mr. Sewall, now a lieutenant in charge of filing in the Statistical Division of the Adjutant General's Department. It is not permitted to officers

to contribute formal papers at meetings or to periodicals, but we have taken the liberty of utilizing this letter from Mr. Sewall in the interest alike of the Government and librarianship.

A PLEASANT feature of the year in some libraries is the reception in which the public generally are invited to come together for an inspection of the library and its workings, for acquaintance with its staff and for the social touch which helps to make community feeling. Even in so large a library as that of St. Louis Dr. Bostwick has made a point of setting aside specified dates on which the library will be open for inspection, altho the social reception is scarcely possible. In the smaller libraries, however, the library reception can take this shape. A chief purpose should be to induce those who use the library to bring with them others who do not use it, and thus increase the clientele and usefulness of the local library. It is often suggested that the stateliness and beauty of our library buildings seem to debar instead of inviting the very people whom the libraries in reality chiefly seek to reach and influence. If it can be made clear that at these library receptions it is not a question of good clothes or class distinction, but that the invitation is thoroly democratic, a good point can be scored for the real vitalizing effectiveness of the library as a center of community interest and service.

As we go to press comes the shock of the telegram which tells us that William H. Brett, for thirty-four years librarian of the Cleveland Public Library, was killed by an automobile on Saturday, Aug. 24. There is no one in the library profession to-day more universally loved and respected than Mr. Brett, and our hearts are heavy at the thought of "carrying on" without him in days to come the varied activities in which his patriotism and public spirit made him an active worker and an inspiration to all who were associated with him.

## THE LIBRARY WAR SERVICE FUND CAMPAIGN

BY FRANK PARKER STOCKBRIDGE, *Director of Information, Library War Finance Committee of the American Library Association*

We are going to ask the American people, in the week beginning Nov. 11, 1918, for \$3,500,000 with which to carry on the Library War Service for another year.

We are going to need the active, enthusiastic, untiring help of every librarian and member of a library board in the United States, to get this money.

*We have got to get it!*

That admits of no discussion. We have got to get every cent of \$3,500,000—and we ought to get twice as much. Perhaps we ought to have asked for twice as much in the first place; with the expansion of the United States Army to 4,000,000 effectives we surely are going to need it.

If the Library War Service of the American Library Association is even to approach the ideal aim of supplying every man of the fighting forces with exactly the reading matter he wants and needs, wherever he is and whenever he wants it, whether he be in a training camp on this side, on board a fighting ship or a transport or on duty overseas, then every member of the association, every friend, everyone who can by any means be pressed into service must help to the utmost in the effort to raise the necessary fund for the continuance of the work.

It is not going to be easy. The Library Association has joined forces with three other great war service agencies, the Young Men's Christian Association, the Young Women's Christian Association and the War Camp Community Service, to ask the people of the United States to give, for their combined work, the largest sum of money ever asked of a nation as a gift. On Nov. 11 the four organizations, operating for this purpose as a unit, will undertake to collect the stupendous sum of \$133,500,000 from the public! No such staggering amount has ever been asked as a gift; except for Governmental purposes, no sum so large has ever been named as the goal of a single public subscription, in all history! Unless this amount is oversubscribed,

the Library War Service will be seriously handicapped.

This, then, is a call to service—to a service no less vital, no less lofty than the service of those who bind up the wounds or minister to the spiritual needs of the soldier or the sailor. And just as our fighting forces have been grouped and merged and organized into one great unit, for more efficient service, so the forces of the four great organizations that serve the fighters are to be grouped and merged for the purpose of raising the "sinews of war" to enable them to continue to serve.

There is to be no merger of the war services of the Young Men's and Young Women's Christian Associations, the War Camp Community Service and the American Library Association. Each will continue to perform its specific, particular functions in its relations to the soldier and sailor. The Library War Service will continue exactly as it has begun, on a constantly expanding program, to establish and maintain its own direct service, thru camp libraries, dispatch offices and overseas organization; it will continue, too, to supply the books for the libraries of the Y. M. C. A., the Y. W. C. A., the War Camp Community Service, the Knights of Columbus war service, the huts of the Jewish Welfare Board, the Salvation Army, the Red Cross canteens and convalescent houses and to any and all other relief agencies that may be added to these. But for the purpose of raising the money necessary to carry on this work, and for this purpose alone, the combination already referred to has been effected.

The call now, therefore, is for team work.

If everyone who would have been eager and glad to help raise the modest sum which the American Library Association asks, in a campaign for that and nothing else, will join just as eagerly, just as gladly in the combined campaign and work twice as hard for the huge subscription that is asked by the combined organizations, enough and

more than enough for the needs of all will be obtained. Unless everyone helps we shall fail of our goal.

*There is but one way to succeed. That is, for every man and every woman who is interested in any degree in the work and the service of any one of the four united organizations to work twice as hard for the combined fund as he or she would have worked for the interest of the one organization nearest and dearest.*

That means that library workers—and we hope that this means everyone in any remote degree connected with or interested in any phase of library work—must realize that in working for the United War Work Fund they are working for Library War Service no less than if it were solely a Library Fund campaign.

The combination of interests was not of our seeking: it was brought about, however, from considerations of the common welfare and the general good, not merely of the organizations involved but of the fighting men in whose service they are enlisted for the duration of the war. The American Library Association, in point of money interest, is the smallest factor in the combination. We want to show the others—those whose money needs are many times the modest \$3,500,000 we require—that in point of effective work for the common good we are not the weakest but the strongest. It should be our pride to do many times more than our share—if the share of any individual or group in work for our soldiers and sailors can, indeed, be measured in dollars. The national executives and managers of war work of the four united organizations have met and planned the joint campaign in the most admirable and wholehearted spirit of co-operation. If the same spirit is continued down the line to the smallest local units and groups. If the strength of each can be enlisted for the good of all, the huge sum desired can be obtained—not otherwise.

It was at the suggestion—perhaps it should be said at the direct request—of the Secretary of War, thru Raymond B. Fosdick, chairman of the Army and Navy Commissions on Training Camp Activities, that the responsible national heads of the war

services of the various agencies engaged in relief and welfare work for our soldiers and sailors met and agreed to combine their money-raising efforts for the coming autumn and winter. The following statement, issued by the committee representing the Young Men's Christian Association, the Young Women's Christian Association, the War Camp Communities Service and the American Library Association, tells the story succinctly and comprehensively:

Seven distinct organizations have been recognized by the Government for service with the troops—the Young Men's Christian Association, the Young Women's Christian Association, the National Catholic War Council (Knights of Columbus), the Jewish Welfare Board, the War Camp Community Service, the American Library Association, and the Salvation Army. Each of these organizations is supported by private subscriptions, and each has planned a campaign for funds on a national basis for some period between September, 1918, and February, 1919. It has become increasingly apparent that seven such campaigns cannot be conducted in the period named without serious overlapping and conflict, to say nothing of the confusion into which communities would be thrown by a series of drives following one another in quick succession, each with its own machinery and administrative personnel and each for objects involving the serving of the American Army and Navy. This is particularly true in view of the fact that a Liberty Loan drive has been scheduled for October, and the whole question has been presented whether a combination campaign on the part of some or all of the societies above named might not simplify the task which they are jointly bearing and give the country an opportunity to contribute at one time to what is in reality a common cause.

Differences in fiscal periods between the societies named, as well as divergencies in financial needs, make it difficult to effect such a result for all seven societies. It has been agreed, however, between representatives of the Young Men's Christian Association, the Young Women's Christian Association, the War Camp Community Service, and the American Library Associa-

ation to conduct a campaign together during the week beginning Nov. 11, and we are informed by Raymond B. Fosdick, who represents the War Department in the matter, that the three other organizations, the National Catholic War Council, the Jewish Welfare Board, and the Salvation Army, have agreed to join in a common campaign to be carried on in January, 1919. This plan will therefore result in two national drives instead of seven.

The Young Men's Christian Association, the Young Women's Christian Association, the War Camp Community Service, and the American Library Association do not attempt to dictate to the communities how the money collected during the week of Nov. 11 shall be raised. It is strongly urged, however, that the local representatives of the four societies unite their machinery in single committees so that the campaign will take on the appearance not of four drives conducted the same week, but of a common drive in which all take part.

The exact text of the agreement arrived at on Thursday, Aug. 15, under which the United War Work Campaign will be carried on, is here given, for the information of all who are expected to assist in the work, in order that they may know the precise terms of co-operation under which their efforts will be directed:

It is agreed by the Young Men's Christian Association, the Young Women's Christian Association, the War Camp Community Service and the American Library Association

(1) That there shall be a joint campaign for funds during the week beginning November 11, 1918.

(2) That by *joint* campaign we mean, as far as it can be brought about, a campaign undertaken thru the agency of consolidated committees rather than four separate campaigns in the same week.

(3) That each society will adopt a joint pledge card.

(4) That the committee organization now installed throughout the country for the collection of funds be disturbed as little as possible, and that the policy of addition rather than elimination be advised.

(5) That in so far as the campaign has a name it shall be called the United War Work Campaign followed by the names of the four organizations participating.

(6) That Mr. Cleveland H. Dodge be the national treasurer and that the moneys col-

lected in the States be paid to him for proper distribution between the societies.

(7) That all funds collected be distributed on a pro rata basis between the four societies participating in the campaign; that is, the funds received shall be divided among the participating organizations in such proportion as the total budget of each organization bears to the sum total of the combined budgets. The budget estimates and percentages are as follows:

Y. M. C. A.	\$100,000,000	75%
Y. W. C. A.	15,000,000	11.22
W. C. C. S.	15,000,000	11.22
A. L. A.	3,500,000	2.56

(8) That specified or restricted subscriptions shall not be asked for, but if given, shall be credited to the particular association, such amount to be a part of the total and not an addition to it.

(9) That the advertising which each organization has planned for itself proceed as planned but that some advertising be advised in the name of the United War Work Campaign.

(10) That the expenses incurred in joint work in connection with the drive be paid on a pro rata basis.

(11) That Mr. George W. Perkins and Dr. John R. Mott for the Young Men's Christian Association; Mrs. Henry P. Davison for the Young Women's Christian Association; Honorable Myron T. Herrick for the War Camp Community Service; Mr. Frank Vanderlip for the American Library Association; and Mr. John D. Rockefeller, Jr., Chairman of the United War Work Campaign for New York City, and Mr. Cleveland H. Dodge as Treasurer ex officio, act together under the Chairmanship of Mr. Raymond B. Fosdick of the Commission on Training Camp Activities of the War Department, or their alternates, in settling any questions between the four organizations participating in this agreement or in handling any arrangements which have to be jointly dealt with.

Before the program of co-operation and union had been decided upon, the War Service Committee of the American Library Association had begun the erection of its campaign organization, with the intention of conducting an independent campaign for the \$3,500,000 fund which the General Director of the Library War Service had estimated as sufficient for the needs of the coming year. This organization is continued under the new co-operative plan, its function being to organize the library workers and supporters into a co-ordinate part of the combined campaign organization and arrange for co-operative effort at all possible points of contact. It will also provide

and direct the execution of plans for the special publicity for Library War Service which is doubly important in view of the merger of activities.

This campaign organization is under the direct supervision of the War Finance Committee of the American Library Association, of which Dr. Frank P. Hill, chief librarian of the Brooklyn Public Library, is chairman. Associated with him and forming the executive force of the campaign organization are Wickes Wamboldt, national campaign director; Frank Parker Stockbridge, national director of information, and Emma V. Baldwin, secretary of the War Finance Committee. These and Theodore L. Frothingham, counsel to the War Finance Committee, are the representatives of the American Library Association on the National Advisory Committee of the United War Work Campaign.

This National Advisory Committee is the first part of the campaign machinery to be consolidated. It consists of five members from each of the four organizations which have united for the joint campaign. In this respect—that of equal representation of all interests—it sets the example which will be followed thruout the campaign organization, down to local committees. The chairman of the National Advisory Committee is John R. Mott of the Y. M. C. A., and its membership includes the national campaign directors and national publicity directors of all the organizations represented. All matters relating to the conduct of the United War Work Campaign will come before this committee for final review and the adjustment of any differences that may arise. It is only fair to all organizations and individuals concerned, however, to say, with all the emphasis possible, that the spirit of co-operation and mutual confidence and goodwill manifested from the very first gathering leaves nothing to be desired.

That this same spirit of mutual confidence and goodwill shall extend down thru the united campaign organization is the essential, indispensable element to making the United War Work Campaign a huge success. To achieve this, by bringing those who will be the active workers in each of the four organizations into contact and

harmony, is one of the principal objects of the series of joint meetings which will be held in every state during the middle of September.

Since the Y. M. C. A. and the Y. W. C. A. had already set up their national organizations, it has been found desirable to model the entire united organization on the lines these organizations had laid down. This plan provides for six territorial committees, one for each of the military districts of the United States; subordinate to these are the state committees, and these in turn control the formation and activities of county committees. Each local committee will be responsible to its county committee. Communications from national headquarters will be to the Military District Committees and thence down the line, as indicated. Like the National Advisory Committee, the district, state, county and local committees will consist of an equal number of representatives of each of the organizations concerned. The size of state, county and local committees will not be prescribed, and so far as possible each state organization will be left to work out the details of its own organization and its own state campaign, to fit the conditions of its own territory.

State chairmen of the War Council of the American Library Association and state directors will be expected to attend a series of regional meetings, to be held early in September, at which officers of the national campaign organization will be present to explain in detail the campaign plans and prepare the way for the merger with the other three organizations. State directors will be expected to recommend a prominent citizen from each locality who will agree to accompany the local librarian to his respective state convention or meeting.

So much for the general plan of the United War Work Campaign, in which the American Library Association should play a most important and inspiring part. Details will be transmitted thru the channels already indicated and direct to members and friends, as rapidly as these are worked out. It seems appropriate at this time, however, now that we are embarking on a campaign for fresh funds, to present an accounting

of the work already accomplished and the moneys expended, and to indicate the purpose for which additional funds are specifically required. Here, briefly stated, are a few salient facts and figures, dating as of Aug. 1, 1918:

- 41 large camp library buildings have been erected in the United States.
- 43 large camp libraries have been established.
- 139 hospitals and Red Cross houses have been supplied with books.
- 243 librarians have been placed in service.
- 284 small military camps and posts have been equipped with book collections.
- 130 Naval stations and 18 Marine stations have been supplied with libraries, as well as 232 vessels.
- 1460 library branches and stations have been opened in Y. M. C. A. and K. of C. huts, barracks and mess halls.
- 828,000 books have been shipped overseas.
- 540,833 books have been purchased, largely technical.
- 2,662,550 gift books have been placed in service.

These gratifying results have been accomplished in less than a year, with the expenditure of little more than one million dollars. Here is the financial statement of the Disbursing Officer of the Library War Service, accounting for all funds to Aug. 1:

Buildings—Carnegie grant .....	\$263,302.13
Building equipment—Carnegie grant .....	40,183.13
Buildings—General funds .....	14,989.24
Building equipment—General funds .....	3,067.52
Books .....	360,207.51
Binding .....	677.81
Book campaign .....	25,000.00
Freight .....	14,798.95
General equipment .....	66,755.84
Great Lakes Station building and equipment .....	10,000.00
Service .....	141,131.85
Sundry .....	25,725.69
Supplies .....	48,269.90
Travel .....	23,067.04
	 \$1,014,076.61
In hands of librarians and overseas agents .....	31,075.00
Balance on hand Aug. 1—	
General funds .....	\$315,270.70
Insurance funds .....	5,000.00
Carnegie funds .....	16,514.74
	 336,785.44
Total credits and receipts .....	\$1,381,937.05

Big as have been the results achieved so far, the plans for the future are naturally of even greater size and scope. It is planned, with the fund about to be raised,

to construct twelve large and ten smaller library buildings at overseas camps; to add ten large and ten smaller new buildings to those in use in this country as well as to make extensive additions to many of those now in use; to spend more than a million and a half in the purchase of additional books and magazines and to expend for the maintenance and equipment of the service, including these new additions, another million and a half. The details of the budget under which the call for \$3,500,000 is made, as furnished by the General Director of the Library War Service, are interesting. They follow:

#### BUDGET

LIBRARY WAR SERVICE, AMERICAN LIBRARY ASSOCIATION,  
ESTIMATE OF PROBABLE EXPENSES OF THE SERVICE IN  
AMERICA AND OVERSEAS, DEC. 1, 1918, TO NOV. 30, 1919.

##### For Books, Magazines and Newspapers:

BOOKS:	
France .....	\$600,000
England .....	60,000
Elsewhere abroad .....	50,000
65 large American camps and stations at \$4,000 .....	260,000
400 small American camps and stations at \$500 .....	200,000
150 hospitals at \$1,000 .....	150,000
Naval vessels .....	50,000
	 \$1,370,000

##### MAGAZINES AND NEWSPAPERS:

Overseas .....	\$100,000
65 large camps and stations at \$500..	32,500
400 small camps and stations at \$40 ..	16,000
150 hospitals at \$40 ..	6,000
	 154,500

Total for Books, Magazines and News-  
papers .....

..... \$1,524,500

##### Buildings and Building Equipment:

OVERSEAS:	
12 new buildings at \$10,000 .....	\$120,000
10 new buildings at \$4,000 .....	40,000
5 rented at \$2,000 ..	10,000
Paris Headquarters —Rent and equip- ment .....	5,000
London Headquar- ters — Rent and equipment .....	3,000
Rental Overseas Dis- patch Offices .....	4,000
	 182,000

##### IN AMERICA:

Repairs to 40 camp and station build- ings at \$300 .....	\$12,000
Extension to 10 camp and station buildings at \$2,000 ..	20,000
New (large) build- ings, 10 at \$10,000 ..	100,000
New (small) build- ings, 10 at \$3,000 ..	30,000
Equipment to ex- tensions at \$200 ..	2,000
10 large buildings at \$2,000 .....	20,000

10 small buildings at \$400 .....	4,000
Rental distributing centers, 12 at \$600 .....	7,200
	195,200
<b>Total Buildings and Equipment in America and overseas .....</b>	
	<b>\$377,200</b>
<i>Service:</i>	
Headquarters and field representatives, 50 persons at an average of \$1500 .....	75,000
Overseas Dispatch Offices, 30 persons at average of \$1200 .....	36,000
France and British Isles .....	150,000
Elsewhere abroad .....	5,000
American camp serv- ice, 65 main camps and stations—Av- erage 5 men at \$1200 .....	390,000
50 small camps and stations at \$1200. 60,000	
150 hospitals at \$1200 .....	180,000
Subsistence—400 in the field, Amer- ica and overseas at average \$500..	200,000
<b>Total Service .....</b>	<b>\$1,096,000</b>
<i>Overseas shipping cases:</i>	
For 2,500,000 vol- umes 50,000 cases at \$1.50 .....	75,000
	75,000
<i>Transportation in America and Overseas:</i>	
Travel .....	75,000
Freight, express and drayage .....	75,000
	150,000
<i>Supplies, Equipment, Sundries in America and Over- seas:</i>	
Automobiles, 20 at \$700 .....	14,000
Headquarters, print- ing and publicity, \$3,000 per month .....	36,000
Headquarters sta- tionery, postage telegrams and miscellaneous, \$4,000 per month .....	48,000
Overseas .....	50,000
65 main camps at \$1500 .....	97,500
50 small camps at \$50 .....	2,500
150 hospitals at \$200 .....	30,000
<b>Total supplies, etc. .....</b>	<b>278,000</b>
<b>GRAND TOTAL .....</b>	<b>\$3,500,700</b>

NOTE.—A much larger amount could be used advantageously for books. Experience of the past year shows, however, that out of \$3,500,000 not more than the amount specified would be available for this purpose, because the proposed outlay for buildings, equipment, service, supplies, transportation, etc., is necessary to make the books of the greatest possible use.

It may be expected that any over-subscription will be largely devoted to the purchase of books.

That, then, is what we are to work for—but we are to work for far more than that.

Co-operation, teamwork, complete and harmonious—that is the spirit in which we

must go into this campaign. It will not be a library campaign; it will not be a Y. M. C. A. campaign; it will not be for the Y. W. C. A. or the War Camp Community Service; it is to be a United War Work Campaign, thru and thru. Important as our own objects seem to us, important as Library War Service appears to us, vital as the interests of the American Library Association are, these are not the main objects for which we are to work.

Let us show those who will be associated with us, with whom we are to work shoulder to shoulder, that we know what co-operation means, that we can do more than they think we can, that we can submerge our individual and personal interests and work wholeheartedly in the greater group for the greater good of the greater number.

Our responsibility in the last Library War Fund campaign was to ourselves alone; now we have a quadruple responsibility. If we fail the whole campaign fails by the extent of our failure; we are jeopardizing not only our own little end of war service, but the whole greater program of all of our associates, if we shirk.

#### All together for the United War Work Campaign!

#### NEGRO BOOKS FOR NEGRO SOLDIERS

A FUND is being raised by the "Negro Books for Negro Soldiers Movement" to provide the 100,000 negroes known to be in the army and navy, with a number of small libraries containing the best books by negro authors. The movement has headquarters at 61 Bible House, New York City, and is working in co-operation with the A. L. A. The aim of the movement is the establishment of 4000 libraries, of twenty-one books each, so that each group of fifty negro soldiers may have access to a complete set. The sum needed for this purpose is \$90,592.

A TEXAS preacher says: "It isn't the amount of money a man has, but the amount of man the money has that counts."

## THE NEED OF A PLAN FOR LIBRARY DEVELOPMENT

By C. C. WILLIAMSON

ONE of the most difficult and important problems in the whole range of library service is presented by the small public library. By small library I mean, roughly speaking, one having less than \$2500 annual income. Just how many libraries of this sort there are in the country I do not know. Sufficient for present purposes is the unquestioned fact that many hundreds have incomes too small to employ librarians with full professional training. Some idea of the number of small libraries may be gathered from the statistics of library buildings Mr. Carnegie or the Carnegie Corporation has built to date. Out of 1317 buildings erected in the United States, not including library systems in twenty-seven cities, 650 cost \$10,000 or less; and 399 cost \$20,000 or less (most of these were apparently under \$15,000). Only 132 out of the 1317 buildings cost over \$30,000. I estimate therefore that at least 1000 of these so-called Carnegie libraries have a total income of less than \$2500 while the average income of all Carnegie libraries, if a half dozen of the largest appropriations be deducted, is less than \$1000. It is easy to see that after paying for heat, light, insurance, repairs and janitorial service little is left for the salary of a full time trained librarian, to say nothing of money for books and periodicals.

I assume that no argument is needed to establish the facts upon which is based by contention that we have here a library problem of great importance for a large part of the population and for the library profession as well. Yet outside of a few of the more active state commissions, I cannot observe that anyone feels much concern about it. In talking with librarians I find some who seem to regard the situation as quite hopeless until such time as the communities spontaneously decide to provide adequate support, meaning by adequate support, of course, the salary of a fully trained professional librarian. If this attitude were coupled with a definite and practicable proposal as to methods of making

the community demand a skilled library service, one could at least have some respect for it. Usually, however, this attitude is at bottom one of impotence, helplessness, indifference. I refuse to believe that there is no remedy for the inadequate, often grotesquely inadequate, service rendered at present by many of these libraries. That the problem is difficult may readily be conceded, but may the real trouble not be that the best talent in the library profession has been seeking professional distinction in more lucrative fields?

Would it not be possible for the American Library Association to assume the duty of working out some plan of professional education that would be adequate for the needs of every branch of library service? I do not assume that merely formulating a plan will remove all obstacles and bring about ideal conditions. I do think, however, that it is reasonable to look to the association for a scheme of library development towards which we can work, a scheme into which all available energy and resources can be placed with confidence that effort expended will not be wasted.

In the last few years we have been surfeited with discussions of city planning. Every city that has had a proper planning survey and campaign has undoubtedly benefited thereby, tho the results may not begin to be evident to the eye for years. The city which has just been "planned" for the first time looks exactly as it always did. Ugliness, inconvenience, congestion and planlessness are still as much in evidence as ever. The gain is found in that the community is uncomfortably conscious of these defects and is firmly resolved to lose no opportunity to carry out the program of betterment—a program sometimes utopian as to its ultimate goal, tho very practical in its specifications of first steps, second steps and ways and means. New cities, it should be observed, have a tremendous advantage over old in guiding their development by some rational plan.

What I would propose is that this rela-

tively new profession and branch of the public service survey itself and officially adopt a plan for its development—a plan comprehensive, practical and inspiring.

As I have already suggested, one of the principal defects which such a professional self-criticism and self-survey would reveal is the not infrequent stagnation and relative ineffectiveness of the small library. A mere survey and plan will not eliminate unsatisfactory conditions forthwith, but a single decade of planful co-operation of all available resources might work wonders here as it has in some branches of education and many departments of the public service.

If we really believe that library service has any future worth while, why do we not plan for it? Why are we so loath to try experiments, to initiate new methods, to subject our processes and results to acid tests?

The ready-made answer is, of course, that it is difficult to obtain money to carry on our routine work. The profession being on the whole poorly paid cannot contribute largely to organization funds; state, city and other public institutions must devote their income to the purpose for which it is appropriated and for the benefit of their own territorial units; endowments and donations have taken the form of buildings and books. Financial resources are therefore lacking for experimental work, for large plans of promotion and development. This, however, is only a partial answer and largely an evasion. I am informed that no library association, in spite of years of bewailing the backwardness of most states in library development, has ever taken the trouble to frame and adopt a model library law—the statutory basis of an efficient state library system. Experience in many fields has proved over and over that such standard codes are a most effective method of making progress. The cost would be nothing—a little imagination, a little spirit of co-operation, a little hard work—and the thing is done.

Doubtless many other fruitful endeavors not conditioned upon large financial support wait merely upon the energy and initiative of librarians themselves. Indeed I

suspect that much of the developmental work that needs to be done calls rather for vision and forward-looking planning than for money. It is idle to complain of lack of funds until we have done our part. Public authorities and private philanthropists will not hesitate to invest in the execution of plans which insure large returns in public service for a given expenditure of money. But neither public officials nor philanthropists will venture to furnish both the plans and the money and then thrust their work upon a hostile or even upon an indifferent profession.

But to go back to our starting point—the problem of improving the service of the small library. We have to deal for the most part with communities having no conception of what an active library service is and therefore no incentive to insist on even a minimum standard of training and fitness in the librarian, with perhaps no means of paying the salary of a trained librarian, even if fully conscious of the need. The librarian herself, unconscious of any shortcomings in the service, or in her own equipment and capacity, too often holds her position for social, political or other equally improper reasons. Library boards, representative of the community at large, are in some cases less and in others even more visionless and ineffective than the librarian herself. A dark picture indeed, but certainly not hopeless. Where can you find a finer opportunity for constructive work? A challenge to every one who believes in the social utility of an effective library service!

The opportunity of the small library is peculiarly rich. In co-operation with the public schools and other social agencies it can do much to break down the unfortunate assumption that study and education are for children only. Unhampered as it is by religious, social and political differences and prejudices, the library in a small community may become a real center of light and leading. But its power and influence depend almost entirely upon the character of the librarian. A certain amount of technical training she must have, but it should be adapted to this very special field. Much emphasis should be placed

on the social problems of the small community.

Tho I have not the hardihood to offer a ready-made solution for this problem, I do venture to suggest that the point of attack is not the community at large, not even the library board, but the librarian herself, and perhaps individual citizens in each community whether members of the board or not. The general public should not be blamed for not being interested in an inactive and stagnant library. An efficient librarian will stimulate interest; therefore I maintain that the librarian is the proper point of attack.

In spite of her inefficiency, ineffectiveness and incapacity the librarian can in most cases be given a certain degree of professional consciousness and pride which is doubtless the first step upward. She can be made conscious of deficiencies in her personal equipment. Seldom does she lack the capacity to master the rudiments of library technic or to learn the use of the many technical aids and tools available. In most cases she could also grasp something of the social significance of her work and something of its unrealized opportunities. Any response on her part would quickly be reflected in the community in the form of increased financial support. A person with moderate training and some ingenuity can produce valuable results with meager support, but an untrained and sluggish librarian will do nothing worth while no matter how generous the support. Should she fail entirely to respond, perhaps some member of the board or some volunteer worker could be utilized as the point of contact for infecting the library, and eventually the community, with a spirit of efficient service.

So much for the point of contact. What is to be the agency for training and inspiring the librarian, for persistently and intelligently utilizing every means at hand for setting up standards and diffusing throughout the smaller urban and rural communities dynamic standards of service which now exist mainly in the larger cities and upper ranks of the profession? Most of the machinery is already at hand, at least potentially. First of all are the state library commissions, some of which are at-

tacking the problem with a degree of success that points the way to a frontal attack along the whole line.

In the matter of method also the work of the active and progressive state commissions has broken much ground. Summer courses have been effective, tho limited in results because many librarians who most need their help are unconscious of their need or unable to leave their post or bear the expense. Something, tho not much at present, can be done to educate library boards to grant leave of absence with pay; state laws might be amended in some cases to require such action. Scholarships for meritorious cases have been suggested, but I do not know whether that is feasible or wise. Library institutes properly organized and skilfully conducted can certainly do much to promote professional consciousness, to arouse enthusiasm, to maintain helpful contacts between workers who suffer severely from enforced isolation, and even to correct to some extent the deficiencies of cultural background. A system of traveling librarians to teach and inspire, not the librarian alone but the community as well, is a most promising method, tho necessarily expensive—too expensive to be widely used.

In other fields this idea of extension teaching is being fruitfully employed. State agricultural colleges and departments with their county agents, lecturers, demonstrators and traveling exhibits are a splendid illustration of the modern method of taking vocational help to people while at work. In many states our educational institutions have abandoned the policy of saying in effect to workers in both private occupations and public service, "We can help you to become more efficient if you will drop your work for a considerable period and take up your studies as a resident student in the institution." To fit for the higher ranks of a service this is undoubtedly necessary, but to make it a requirement for every worker, however humble, is a sure way to deny him the help which he is eager to get and abundantly able to profit by. The so-called "co-operative courses" in engineering and in the practical sciences and vocational sub-

jects have shown the utility of combining work and study, of hooking up every day tasks with theoretical training.

There is no absolute standard of adequate training; it must be considered in relation to environment and the public to be served. A person with a Ph.D. in pedagogy may be very well trained for certain kinds of educational work, yet quite improperly trained for success in others. A college graduate with a two-year library course may not be fitted for the work of a small library. At all events, library schools are not attempting to fit students for part time positions paying \$30 to \$50 a month.

Tho all existing methods of helping the small libraries should be utilized to the fullest possible extent, I do not believe they furnish a complete solution. Even if there were summer schools within easy reach of every librarian who could benefit by such a course, the brevity of the period of study, and the uneven character of the students in fitness and capacity militate against thoroness and render difficult the necessary assistance in adequately relating what they learn to their own work. Short courses in which much ground is covered rapidly will often be quite satisfactory for those who have a broad general education and know how to learn rapidly. For most, however, a little study needs to be combined with much supervised practice. Summer schools, institutes, and other methods can be made extremely useful, but I do not believe they are adequate in themselves.

Would it not be possible to reach a still larger number by some carefully planned adaptation of the correspondence method of instruction? Instruction in which communication between teacher and pupil is written and not oral has, as is well known, passed the experimental stage, has become indeed a recognized part of our educational system and is used to an increasing extent in the most progressive states. "Oh," somebody is sure to exclaim, "you couldn't possibly teach cataloging, library administration, book selection, children's work, etc., by correspondence." Has it ever been given a thoro trial? Until a method which has had a successful experience in other

fields has been put to the test in library work and proven inapplicable, I shall refuse to believe that it cannot be done. Indeed, I think many of the subjects to be taught are peculiarly well adapted to that method of instruction. If the financial inducement had been present, I have no doubt that private correspondence institutions would have occupied the field long ago.

Please note that I do not mean by correspondence courses anything in the nature of mere reading lists. The reading list is too often the highest point in a librarian's scheme of service. A mere list of things for the untrained librarian to read will amount to nothing at all. She must be made to feel that she is enrolled in an organized system of instruction, that she is responsible to teachers who are interested in her progress; and that she will get recognition and approval for work well done.

The idea of correspondence training occurred to me first some time ago in an endeavor to find a method for meeting the need of training for certain kinds of special library service. Since I became interested in its application to the problem of the small public library I have learned that Melvil Dewey, many years ago, believed a correspondence course feasible and wished the Albany school to become the pioneer in establishing one. I do not propose this as a substitute for anything else, but merely as the necessary and logical supplement to other methods—the lowest round of the ladder, if you please, the step that it would be relatively easy to persuade every one to take and which would lead naturally and easily to other higher steps.

The important thing to my mind is to get every librarian definitely and actively to affiliate herself with some organized effort to advance professional standards; to construct a channel thru which ideas and ideals can flow. The definite courses taken, over a period of years it may be, supplemented by summer courses, institutes, certificates of work successfully done, etc., assisted by all the traveling agencies that may be secured, should fit the librarian of the small library as adequately for her own

task as her sister in the large city library is fitted by the more thoro training of the library school.

If such an experiment were to be made, thru what agency should the instruction be given? Should each library school offer courses to librarians in any part of the country and each commission to those in its own state? No; the task plainly calls for co-operative effort on the part of all the schools, all the commissions, and the American Library Association itself. Existing organizations should be used to the fullest extent; as little new machinery as possible should be created. Some central organization, a library service bureau perhaps, under the management of a board chosen by the commissions and existing professional organizations, should work out the plans and supervise their execution, assigning to each agency the tasks it is fitted to undertake. No work now being done by the state or other agencies, including summer courses and institutes, would need to be abandoned, but rather expanded in accordance with the general program. Where no commission or similar organization exists the central bureau would probably have to assume full responsibility until such time as those states could be brought into line.

I should expect that the offering of such assistance to the small library would result in stimulating the community to demand a librarian with a training equal at least to that required of a high school teacher in the same community and a willingness to pay at least an equal salary. In most cases it is inevitable, and perhaps desirable, that the librarian should have lived in the community. In any case the clerical assistants in larger libraries will be local high school graduates without training. By experience they may become very proficient in routine work, but they would benefit enormously from the professional training and spirit to be gained from a system of correspondence study, summer schools and institutes. This should make a very satisfactory substitute for the training classes in libraries large enough to maintain them.

Members of boards and chairmen of committees should also be induced to take such courses as they could follow with any profit. The chairman of the book committee, for instance, might take a course in book selection. I have known of an able woman, a college graduate, practically wasting the slender funds of her library because she had not the slightest acquaintance with the aids to selection or the principles to be followed. The librarian unfortunately knew even less.

While the scheme of organized instruction I have in mind is aimed primarily to solve the personnel problem of the small public library, and its facilities should be offered in this field with a minimum of expense, every part of the instruction should also be available at very moderate fees to persons in charge of private libraries, office libraries, business and other special libraries. Efficiency in the use of books and printed matter in general could be vastly promoted by making it easy for anyone to acquire a rudimentary knowledge of library methods. Public library service is suffering acutely from the fact that business and the professions desiring to make use of simple library methods and having no practicable means of giving their own employes the simplest training (for that is all that is usually required) rob the public libraries of workers who have been elaborately trained at no inconsiderable cost in time and money both to the individual and the institution. I do not see that this shifting is accompanied by sufficient benefit to anyone to compensate for the waste involved in taking a trained and experienced librarian into a business office because she happens to know how to classify, or catalog, or index.

I can merely refer in passing to these incidental tho the very important services which might be rendered to the literary, scientific, professional and business world by providing in convenient form a certain amount of elementary instruction in library methods. Under present conditions very few of those who could benefit by such instruction have any opportunity whatsoever to get it. The library profession cannot

be permanently benefited by monopolizing knowledge of its simple and fundamental technical processes. We berate our readers for stupidity in their use of the library, while we deny them the opportunity to acquire the little insight into our work which would make the library more useful to them and make them more appreciative of the services of a skilled librarian.

This point should be emphasized, for some will doubtless look upon the proposal as furnishing a dangerous opportunity to get into library work by short cuts. The obvious reply to such an objection is that if head librarians can see no difference between assistants with school training and those trained by correspondence methods, there must be something the matter with the school. Moreover, any real danger at this point would quickly result in certification of librarians—a matter long discussed—and thus raise instead of lower standards. Indeed from every point of view I have no doubt that by making it easier for anyone to learn something about technical processes of library work, standards would be raised, not lowered. Capable persons who have learned a little will want more and thus the library schools will find they have more and better students.

In making my appeal to the library profession to act upon its belief that the future holds great possibilities of development and to make plans to stimulate and guide that development, I have emphasized the needs of the small library, particularly the need for an improved personnel, but that of course is not the only weak point in the line. Library school facilities in general are inadequate to meet the need for a trained personnel in the higher ranks. The existing schools are doing good work, tho perhaps their courses are not as flexible as they should be in view of the great diversity of requirements in the positions which graduates are called upon to occupy.

I have wondered whether it would be possible or desirable to establish a purely graduate school of very high order, to which only graduates of other schools or those with equivalent training and some successful experience would be admitted. That would enable existing schools and

the others we shall need to confine their energies to the fundamental things that every grade of service requires. A graduate school, especially if conducted as a part of a university, could offer more specialized work than can be expected of any existing school. An educational system requires various kinds of training agencies. We do not depend on one standardized institution or curriculum to turn out school administrators, college teachers, high school teachers, grade teachers, teachers of special branches and rural teachers.

I have no right or disposition to criticize the work of the library schools. It is evident, however, that the capacity of existing schools is not equal to the demand. Schools must be enlarged, others established and training by other methods provided. Just now, apparently on account of the comparatively low initial salaries paid to library assistants, the schools are meeting some difficulty in recruiting students up to their full capacity. It may therefore seem to be an error to propose an increase of training facilities. So far as the present shortage of matriculants is due to war conditions, it is temporary. The possibility of a permanent shortage in the supply of library school students would merely constitute another reason for demanding that the profession itself should take the initiative in making a thoro investigation and planning for the future.

I have intimated that in the small library the surest way to raise salaries is to improve the service, to make it a vital thing to all classes in the community. In the large library too there may be danger of putting the cart before the horse. My general belief is that any class of workers is paid in the long run about what it is worth to the community. Public services which all classes of the community recognize as indispensable will not remain grossly underpaid. The public has not been more dilatory in providing support for libraries than it was in the beginning for public schools.

One of the most encouraging things about the whole situation is that standards of education and public service once recognized by the public are not likely to be relaxed. The community as a whole, hav-

ing experience with but one library, naturally knows no standard except that set by its own institution. If that standard be low, its patrons are none the wiser, since they cannot know what the service is in other communities. And this, by the way, seems to me a very sound reason for grading or standardizing libraries as suggested by the A. L. A. committee on standardization, provided that the examination and grading is done by some competent outside agency. It is futile, however, to talk about raising standards, especially in the small libraries, until we provide a practicable means for the minimum training.

While the normal public is quick to detect and to resent any deterioration of service, it is indifferent to general talk of higher standards which are not concretely defined and of which it has had no experience. This is the reason that while we may rely on the community to aid in preventing any material curtailment of service or lowering of standards once set, we cannot depend upon it for the impetus toward higher standards. The first step forward waits upon the stimulus of a skilled and inspired librarian.

Improve the service first and lead the public to an appreciation of what a fine library service means to it. Improved service and publicity should therefore go hand in hand. To say that proper publicity is a part of good service or that good service effects its own publicity amounts to the same thing.

The responsibility for every advance rests squarely upon the profession and cannot be shifted. This is a situation which we could accept with complacency if there were not reason to suspect that the library profession has a pretty low average of initiative. Reading—the absorption of other men's ideas from the printed page—is a passive act which too often stifles rather than stimulates originality. The major part of the reading public is by temperament the passive element of the community. Librarians tend too much to adapt themselves to this part of the public and to regard the other part, so far as they know anything about it, as made up of "chronic kickers."

#### RECENT MOTION PICTURES BASED ON STANDARD OR CURRENT BOOKS

THESE pictures have been selected for listing by the National Board of Review of Motion Pictures:

- All Woman**, 5 reels, Goldwyn. Star—Mae Marsh.  
Adapted from Edith Barnard Delano's story, "When Carey came to town."
- Annexing Bill**, 5 reels, Pathé. Stars—Gladys Hulette and Creighton Hall.  
Based on Edgar Franklin's entertaining story in *Munsey's Magazine*.
- Behind the Scenes**, 5 reels, Famous Players-Lasky. Star—Mary Pickford.  
Based on story and play of the same name by Margaret Mayo.
- Bella Donna**, 5 reels, Famous Players-Lasky. Star—Pauline Frederick.  
A picturization of the novel by Robert Hichens.
- Bondman, The**, 5 reels, Fox. Star—William Farnum.  
Hall Caine's novel "The bondman" adapted to the screen.
- Carmen**, 5 reels, Famous Players-Lasky. Star—Geraldine Farrar.  
A screen adaptation of Bizet's famous opera with Geraldine Farrar, the operatic impersonator of the chief character, in the rôle.
- Chimie Fadden**, 5 reels, Famous Players-Lasky. Star—Victor Moore.  
The famous character of E. W. Townsend's book of the same name represented in pictures.
- Claw, The**, 5 reels, Select. Star—Clara Kimball Young.  
The South African story of this name by Cynthia Stickney.
- Crucible, The**, 5 reels, Famous Players-Lasky. Star—Marguerite Clark.  
Mark Lee Luther's story of the same name done into motion pictures.
- Danger Mark, The**, 5 reels, Artcraft: Famous Players-Lasky. Star—Elsie Ferguson.  
An elaborate picturization of Robert W. Chambers' story of the same name.
- David Harum**, 5 reels, Famous Players-Lasky. Star—William H. Crane.  
The well known story by Edward Noyes Westcott picturized, with the actor who made the play based on the book a success, in the chief rôle.
- Dawn of a To-morrow, The**, 5 reels, Famous Players-Lasky. Star—Mary Pickford.  
A picturization of the book of the same name by Frances Hodgson Burnett.
- Dictator, The**, 5 reels, Famous Players-Lasky. Star—John Barrymore.  
Richard Harding Davis' story presented in motion pictures.
- Emeralda**, 4 reels, Famous Players-Lasky. Star—Mary Pickford.  
Frances Hodgson Burnett's story of the same name reproduced in motion pictures.
- Eternal City, The**, 8 reels, Famous Players-Lasky. Star—Pauline Frederick.  
A powerful screen depiction of the novel by Hall Caine.
- Firefly of France, The**, 5 reels, Paramount: Famous Players-Lasky. Star—Wallace Reid.  
A picturization of the romantic detective war story of the same name written by Marion Folk Angelotti for the *Saturday Evening Post*.

- Freckles**, 5 reels, Famous Players-Lasky. Star—Jack Pickford. A picturization of "Freckles," by Gene Stratton Porter.
- Garden of Allah**, 7 reels, Selig-Kander. A very fine presentation of Robert Hichens' tale of this name.
- Gentleman from Indiana**, The, 5 reels, famous Players-Lasky. Star—Dustin Farnum. Booth Tarkington's romance of the same name presented in pictures.
- Ghost of Rosy Taylor**, The, 5 reels, Mutual. Star—Mary Miles Minter. An adaptation of Josephine Daskam Bacon's story of a French orphan girl stranded in America, written for the *Saturday Evening Post*.
- Girl in His House**, The, 5 reels, Vitagraph. Star—Earle Williams. The society romance by Harold MacGrath for the *Ladies' Home Journal*, presented in a photoplay.
- Golden Wall**, The, 5 reels, World. Star—Carlyle Blackwell and June Elvidge. Adaptation of an old-fashioned French society novel of the same name.
- Goose Girl**, The, 5 reels, Famous Players-Lasky. Star—Marguerite Clark. A photoplay based on the novel of the same name by Harold MacGrath.
- Great Expectations**, 5 reels, Famous Players-Lasky. Star—Jack Pickford. Adapted from Charles Dickens' novel of the same name and directed by Robert Vignola.
- Heart of a Girl**, The, 5 reels, World. Star—Barbara Castleton. Maravene Thompson's society story reproduced for the screen.
- Her Final Reckoning**, 5 reels, Famous Players-Lasky. Star—Pauline Frederick. An adaptation of "Prince Zilah," Jules Claretie's Parisian society story.
- House of the Lost Court**, The, 5 reels, Famous Players-Lasky. Star—Viola Dana. Mrs. C. N. Williamson's mystery story of this name pictured.
- How Could You, Jean?**, 5 reels, Artercraft: Famous Players-Lasky. Star—Mary Pickford. Eleanor Hoyt Brainerd's story of the same name in pictures.
- Little Sister of Everybody**, 5 reels, Pathé. Star—Bessie Love. William Addison Lathrop's story of a young East Side girl reared in the atmosphere of poverty and socialism, done into a motion picture.
- Maria Rosa**, 5 reels, Famous Players-Lasky. Star—Geraldine Farrar. The screen version of Angel Guimera's tragedy of a Spanish peasant girl.
- No Man's Land**, 5 reels, Metro. Stars—Bert Lytell and Anna Q. Nilsson. Louis Joseph Vance's war story of the same name adapted to the screen without the usual battle scenes.
- O. Henry Stories: One Thousand Dollars**, 5 reels, Vitagraph; star—Edward Earle. Sisters of the Golden Circle, The Winning of the Mocking Bird, The Girl and the Graft, each 2 reels, General Film Co.
- Old Homestead**, The, 5 reels, Famous Players-Lasky. Stars—Frank Losee and Louise Huff. Denman Thompson's perennial vehicle reproduced in motion pictures.
- One Dollar Bid**, 5 reels, Paralta: Hodkinson Service. Star—J. Warren Kerrigan.
- A Kentucky hills mystery story based on Credo Harris' tale entitled "Toby."
- Pudd'n Head Wilson**, 5 reels, Famous Players-Lasky. Star—Theodore Roberts. The Mark Twain classic of the same name successfully adapted to the screen.
- Redemption of David Corson**, The, 5 reels, Famous Players-Lasky. Star—William Farnum.
- Charles Frederick Goss' novel of this name turned into a photoplay.
- Sandy**, 5 reels, Famous Players-Lasky. Stars—Jack Pickford and Louise Huff. Alice Hegan Rice's Kentucky romance of the same name presented as a photoplay.
- Sappho**, 5 reels, Famous Players-Lasky. Star—Pauline Frederick. Alphonse Daudet's story turned into a motion picture by Hugh Story.
- Seventeen**, 5 reels, Famous Players-Lasky. Star—Jack Pickford. Booth Tarkington's humorous story of puppy love presented on the screen.
- Snobs**, 4 reels, Famous Players-Lasky. Star—Victor Moore. George Bronson Howard's story in a photoplay.
- Soap Girl**, The, 5 reels, Vitagraph. Star—Gladys Leslie. A light comedy picture based on Lewis Allen Brown's story of the same name.
- To the Highest Bidder**, 5 reels, Vitagraph. Star—Alice Joyce. Adapted from the novel of rural life of the same name, written by Florence Morse Kingsley.
- Uncle Tom's Cabin**, 5 reels, Famous Players-Lasky. Star—Marguerite Clark. Harriet Beecher Stowe's famous book admirably adapted to the screen.
- Virginian**, The, 5 reels, Famous Players-Lasky. Star—Dustin Farnum. Owen Wister's story of the old West represented finely in motion pictures.
- Wolfville Tales** by Alfred Henry Lewis: Dismissal of Silver Phil; Faro Nell, Lookout. 2 reels each, General Film Company.
- Zaza**, 5 reels, Famous Players-Lasky. Star—Pauline Frederick. The story by Berton and Simon, whose presentation on the stage by Rejane, Bernhardt and Mrs. Leslie Carter added to its fame, done in motion pictures.

THE director of the schemes authorized and conducted from the British Board of Education, to supply British prisoners of war with educational books, has recently issued "A classified list of the books urgently needed to meet prisoners' requests." Each book listed has actually been asked for by one of the prisoners, and it is remarkable that the books listed cover accountancy, agriculture, anthropology, the arts, science, commerce, the applied arts, all languages including Kaffir, literature, philosophy, navigation, and many other subjects. As described by Dr. Koch in his articles in the *LIBRARY JOURNAL* last summer, credit is given by the Board of Education for systematic study in many of these subjects.

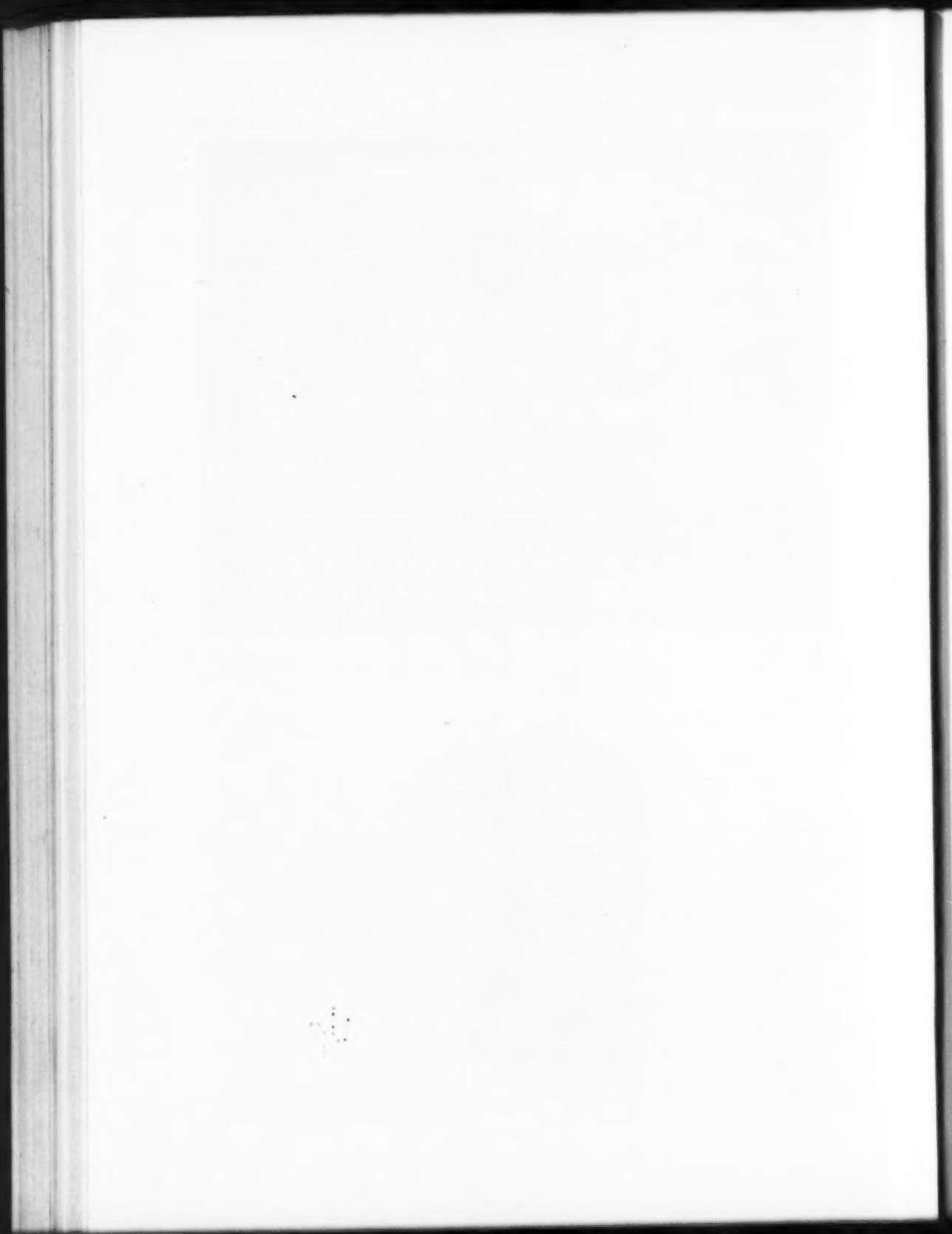


THE FIRST 5000 BOOKS, SINCE FOLLOWED BY OTHER SIMILAR LOADS, SHIPPED BY MOTOR TRUCK FROM THE WORCESTER PUBLIC LIBRARY TO CAMBRIDGE, WHERE THEY WERE PREPARED FOR OVERSEAS SERVICE

THE BOOK ON THE RIGHT, THO NOT THE PROVERBIAL BIBLE THAT STOPPED THE BULLET, WAS BROUGHT BY A SOLDIER INTO THE HEADQUARTERS OF THE V. M. C. A. IN PARIS AND SHOWS THE EFFECTS OF A GERMAN SHELL



IT OFFERS ACTUAL EVIDENCE THAT BOOKS ARE GOING UP TO THE VERY FRONT LINES, AND ALSO FURNISHES AN EXCELLENT ARGUMENT FOR THE CONTINUING COLLECTION OF BOOKS IN THE LIBRARIES AT HOME



## LIBRARY WAR SERVICE

SEPTEMBER sees the beginning of the active work thruout the country preparatory to the nation-wide campaign for funds the week of Nov. 11. As a first step, regional conferences are being held, the military districts of the country being used as a basis for the grouping of states. At these conferences the individuals chosen to act as state "directors"—the library representatives in the state conventions to be held jointly with the other three co-operating organizations later in the month—will meet to discuss the plans being worked out for the campaign by the national joint committee in charge. The schedule of these conferences is as follows:

No. 1—Conference City—Seattle.  
Date—Sept. 3

<i>State</i>	<i>State Director</i>
Wyoming .....	Miss Agnes Wright
Montana .....	T. H. Richardson
Idaho .....	Reilly Atkinson
Oregon .....	W. L. Brewster
Washington .....	Judson T. Jennings

No. 2—Conference City—San Francisco  
Date—Sept. 6

<i>State</i>	<i>State Director</i>
Nevada .....	Frank J. Pyne
No. California....	Milton J. Ferguson
So. California....	Everett R. Perry
Utah .....	Council Natl. Defense

No. 3—Conference City—Birmingham, Ala.  
Date—August 30

<i>State</i>	<i>State Director</i>
North Carolina...	Mrs. A. F. Griggs
South Carolina...	Robt. M. Kennedy
Georgia .....	Robt. L. Foreman
Florida .....	Lloyd W. Josselyn
Tennessee .....	Chas. D. Johnston
Alabama .....	Thos. M. Owen
Mississippi .....	
Louisiana .....	Thos. P. Thompson
Arkansas .....	

No. 4—Conference City—Oklahoma City  
Date—Sept. 2

<i>State</i>	<i>State Director</i>
Arizona .....	Con J. Cronin
New Mexico .....	Miss Evelyn Shuler
Oklahoma .....	Mrs. Mary Hays Marable
Texas .....	Miss Elizabeth H. West

No. 5—Conference City—Chicago  
Date—Sept. 7

<i>State</i>	<i>State Director</i>
Ohio .....	Prof. Azariah S. Root
Indiana .....	W. M. Hepburn
Michigan .....	Adam Strohm
Illinois .....	P. L. Windsor

Wisconsin ..... M. S. Dudgeon  
Kentucky ..... George T. Settle  
West Virginia ...

No. 6—Conference City—Minneapolis  
Date—Sept. 6

<i>State</i>	<i>State Director</i>
North Dakota....	Mrs. M. C. Budlong
South Dakota....	Miss Julia Stockett
Iowa .....	Johnson Brigham
Minnesota .....	Miss Clara F. Baldwin

No. 7—Conference City—Denver

Date—Sept. 4

<i>State</i>	<i>State Director</i>
Colorado .....	Chalmers Hadley
Missouri .....	Miss Elizabeth B. Wales
Kansas .....	Chas. S. Colladay
Nebraska .....	Miss Anna Jennings

No. 8—Conference City—Boston

Date—Sept. 9

<i>State</i>	<i>State Director</i>
Maine .....	Henry C. Dunnack
New Hampshire...	Arthur H. Chase
Vermont .....	Prof. S. F. Emerson
Massachusetts ...	John A. Lowe
Rhode Island....	H. O. Brigham
Connecticut .....	W. D. Hine

No. 9—Conference City—New York City

Date—Sept. 10

<i>State</i>	<i>State Director</i>
New York .....	James I. Wyer, Jr.
Pennsylvania ....	O. R. Howard Thomson
Delaware .....	Arthur L. Bailey
Virginia .....	H. R. McIlwaine
Maryland .....	
New Jersey.....	M. Taylor Pyne
Dist. of Columbus.	Dr. Geo. F. Bowerman

Joint state meetings will be held between Sept. 9 and Sept. 26, at which the A. L. A. will have equal representation with the other organizations. The A. L. A. is expected to send representatives consisting of the state director, the chairman of the State War Council, a librarian from each locality in the state and at least one other prominent and efficient person from same locality. At these meetings the full state and local campaign plans will be presented and the necessary joint organization effected.

The magnitude and vital importance of the coming campaign continues to grow upon us. It is evident in the light of the report recently sent from overseas, and which is based upon recent conferences between our leaders and General Pershing, that it is urgently necessary that there be a large oversubscription. All are agreed

that the war is approaching its climax and that the period right before us is by far the most critical and, therefore, that the American people are not likely to be called upon to render a more significant service and one calling for greater sacrificial effort and devotion than during the coming momentous autumn and winter months. Our only hope of meeting the situation is by all of these agencies presenting an absolutely united front in carrying thru to success the coming campaign.

#### SPECIALIZED CAMPS

The new policy of the War Department, developing several specialized camps instead of maintaining so many general camps giving all branches of training, is requiring a more careful study of the individual camps by the A. L. A. Headquarters. Heretofore with one or two exceptions the large camps had practically the same needs and were supplied with the same collection of books. But now Doniphan, Taylor and Jackson have become artillery camps, Greene an aviation ground school, Chickamauga is largely used for medical training, Sevier is an infantry camp, etc. Each such specialized camp requires individual attention in the selection and ordering of books and develops peculiar problems in connection with the library service.

#### FIELD REPRESENTATIVES

A short experience in the use of field representatives has already shown that this is to be a most valuable feature of Library War Service administration. The visit of a field representative to a camp library enables the librarian and assistants to discuss with him their many camp problems, seek advice on their plans for future development of the library service, learn what is being done in other camp libraries. Such visits will give the camp librarian confidence in his own policies and the benefit of the experience of other libraries, and will certainly result in a broader and more vigorous and more uniform development of the camp library service. The service at small stations and forts where there is no A. L. A. representative will receive even more benefit than the large camp from the visits of the field representative.

#### NEW BUILDINGS

At Pelham Bay, N. Y., the naval authorities have arranged to erect at once without cost to the A. L. A. a standard camp library building. This is the first camp where a building has been erected in this way—a tribute to the work of Miss Galloway, who is the first woman to be appointed librarian of a large camp.

The building at Camp Mills, L. I., is completed except for equipment.

#### NEW PUBLICATIONS

*War Library Bulletin, No. 7*, issued by Library War Service Headquarters, contains a summary of war service operations from Oct. 4, 1917, to June 20, 1918, together with an outline of the "Organization of the Library War Service as existing June 20, 1918." This outline includes the names of the men and women directing the work in the many camps and other service centers thruout the country on June 20.

A Supplement to *War Library Bulletin No. 7* is entirely composed of a ten-page list of the personnel of the Library War Service from October, 1917, to June, 1918.

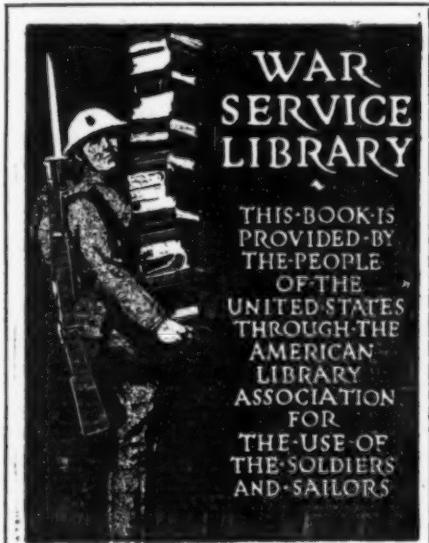
The "Report of the War Service Committee of the American Library Association for the year ending June 30, 1918," has recently been issued. To this report is appended a thirteen-page "Statement by the General Director of the A. L. A. War Service as to operations, Oct. 4, 1917, to June 30, 1918."

Another recent publication concerned with the work of the Library War Service is a twenty-two page pamphlet by Dr. Frank P. Hill and Emma V. Baldwin entitled "Library service for soldiers and sailors: the story of the million dollar campaign of the American Library Association."

A new poster, designed by Charles B. Falls for camp library use, has been printed and sent to camps. The poster, printed in bright colors, shows a soldier really enjoying books—even his toes are curled in comfort and satisfaction. "The Camp Library Is Yours" is conspicuous in large letters. Two forms of this poster are to be used—one in branches and stations in large camps where there are A. L. A. camp libraries;

another form with slight changes in the wording is for use in the smaller camps, posts, forts, stations, etc.

For distribution at the Allied War Exposition, the Library War Service has prepared a six-page folder telling of the book needs of the men in service, and of the work done by the American Library Association in filling these needs. Copies of this folder will be supplied to libraries on request.



Name .....  
Address .....

Books for recreation, for study and advancement are needed by our men in the service.

When you have read this book, why not pass it along?

Make it a personal gift by writing your name and address beneath the book plate, if you like.

Take the book to any Public Library or Book Store and your gift will be forwarded to the men in uniform, who are asking for more and more books.

American War Service  
American Library Association

Arrangements have been made with several publishers for distribution, thru their new books, of bookmarks recently published by the Library War Service. It is

hoped that booksellers throughout the country will also co-operate by placing these bookmarks in new books sold. Librarians and booksellers may obtain copies on request. Each bookmark provides a bookplate (a cut of the first Falls poster) on which may be written the donor's name and address, making the book a personal gift. These bookmarks should be useful in vacation books that are given for camp use.

Publishers who have already agreed to distribute copies of these bookmarks in their new books are: Century Co., 25,000; Doubleday, Page & Co., 1000; Grosset & Dunlap, 50,000 (will take up to 100,000); Harper & Bros., 5000; Houghton Mifflin, 25,000; Mitchell Kennerley, 15,000; Longmans, Green, 1000; Macmillan Co., 10,000; Putnam's, 5000; Scribner's, 25,000.

A placard printed in buff and red, giving the definite address of the A. L. A. Camp Library, has been sent in large numbers to the camp libraries for posting throughout the camp—in barracks, mess-halls, recreation buildings, etc. "A Necessary Part of Your Equipment" are the words at the head of the poster, with the following words in red, in the center:

"Knowledge  
gained from  
books telling  
why  
how  
where  
you are to fight."

For the purpose of establishing and maintaining communication between the libraries and the Library War Service campaign organization, a new bulletin to be called *War Libraries* has been started. This will be issued from the campaign headquarters in New York City.

#### AN ASSURING LETTER FROM DR. MOTTO

In numerous articles published descriptive of the work of the Y. M. C. A. for the soldiers and sailors, no mention has been made of the American Library Association and its library service as an auxiliary. Dr. Putnam recently wrote to Dr. John R. Mott, general secretary of the International Y. M. C. A., calling his attention to these omissions.

In his prompt and gracious reply, Dr. Mott regretted the fact that such omissions had been made, and mentioned the "absolutely invaluable contribution made by the American Library Association with reference to the service which we are seeking to render the American Army and Navy." He writes: "I know that the members of our council and its executive officers do appreciate sincerely the large and ever increasing part which your association has in this common task. It is our desire to reciprocate. We trust that in your coming campaign, as in our own, we may be of real help in this direction. I want you to call upon me in that or any other connection. Anything in my power that I can do to further your comprehensive and efficient plans, I will gladly do."

#### SERVICE IN THE SHIPYARDS

The Portland (Ore.) Public Library has at last been able to penetrate the sanctity of the shipyards, and in two of the largest yards has placed a deposit of books.

In the Peninsula Shipyards, where wooden ships are built, the books are in the care of the welfare worker and are kept in his huts. Library assistants have made two visits to this shipyard, one at noon to meet the day workers and one at 8:30 in the evening to meet the night shift. After a brief talk on the opportunities of the library and the location of the various branches, Miss Fossler, technical librarian, had her books stretched out before her on the platform, as a drummer displays his wares, and talked definitely about each book, with the result that she was almost swamped with applications. From 60 to 100 men crowded about the platform after the little speech was over, hoping to sign an application and take a book.

At the Albina Engine Works, where steel ships are made, a small box of recreational books has been placed in the hut of the welfare worker but these books have not received much attention. The technical books at that shipyard are in the mold loft under the care of one of the employees.

For real war service a library can do nothing better than meet the demands of the shipyard workers. The majority of these men are new to the business. They have come from all walks in life—this man is a picture framer, that one a restaurant keeper, here is a school principal, here is a young lawyer. The workmen are almost all intelligent and the sort that will find it possible to learn from books as well as from experience.

#### PUBLICITY HINTS FROM THE CAMPS

In two camps, at least, the library is being advertised by a pocket-sized card given to the men. In Camp Johnston, the quartermaster's camp in Florida, Charles R. Green, acting librarian, prepared a card which on one side has a brief general description of the A. L. A. war service, particularly as it applies to that camp, and on the other side bore a "Camp Library" acrostic.

In Camp Funston Purd B. Wright took advantage of the fact that the first duty of a new soldier is to memorize the general orders for sentinels, to have these orders printed on a pocket-sized card. "Usually," he writes, "one copy is placed in a barrack and all the men crowd around and copy it on such paper as they find handy—usually scraps from the Y. M. or K. of C. . . . The idea was that of Frederick Henke, formerly of the St. Louis Public Library, who was assigned to duty in the camp library. General headquarters printed the cards with the reverse side blank. The country print shop and my old time experience as a printer utilized the space. It is the best advertising medium for a camp library that I have ever found. Headquarters has just authorized the printing of 15,000 for distribution and I shall ask for more and more. The idea of the book list [printed on the back, with an informal but cordial invitation to enjoy the library—including its ice water and electric fans] was simply to show the titles of one or two books in each branch of the army in our camp. It is not even a select list."

## RECENT ASSIGNMENTS TO LIBRARY WAR SERVICE

Camp Beauregard, Alexandria, La.	Mrs. O. D. Dobbs, assistant.
Camp Bowie, Ft. Worth, Texas	Irving R. Bundy, librarian. Edwin Sue Goree, hospital librarian. Leslie L. Parker, assistant hospital librarian.
Chickamauga Park, Georgia	Ruth Bradley Drake, hospital librarian.
Camp Cody, Deming, N. Mex.	Clarence W. Sumner, librarian.
Camp Custer, Battle Creek, Mich.	Henry O. Severance, acting librarian. Edna Foley, hospital librarian. Clemens R. Frank, assistant.
Camp Devens, Ayer, Mass.	Ella R. McDowell, assistant. Geo. W. Fuller, librarian.
Camp Funston, Fort Riley, Kansas	Alfred C. Runyan, Jr., assistant. Mary C. Sherrard, hospital librarian.
Camp Grant, Rockford, Ill.	Ralph H. Wilkin, assistant. Arthur C. Kemble, assistant.
Camp Greene, Charlotte, N. C.	Winthrop H. Chenery, librarian. Welden T. Myers, assistant.
Camp Hancock, Augusta, Ga.	Leonard Balz, Jr., assistant. R. D. Williams, assistant. Olive Mayes, hospital librarian.
Camp Humphreys, Va.	Geo. I. Dale, assistant. Alfred D. Keator, assistant. William Teal, assistant.
Camp Jackson, Columbia, S. C.	Mrs. W. L. Brownlee, assistant. H. H. Harwood, assistant. Charles C. Thach, Jr., assistant. Ola M. Wyeth, hospital librarian (transferred from Camp Wadsworth).
Kelly Field, San Antonio, Texas	Samuel A. Jeffers, acting librarian.
Ft. Leavenworth, Kansas	Dewey C. Wayne, assistant. Hattie Osborn, librarian.
Camp Lee, Petersburg, Va.	Alice Peddle, assistant. Emma Woodward, assistant. William A. Walsh, assistant.
Camp Lewis, American Lake, Wash.	Mrs. Harriet Carstensen, assistant. Arthur S. Beardsley, assistant. Raymond D. Holmes, assistant.
Camp Logan, Houston, Texas	Jane Dick, hospital librarian.
Camp MacArthur, Waco, Texas	Earl Butler, assistant. Mary E. Goff, hospital librarian.
Camp Merritt, Tenafly, N. J.	F. Langdon Davis, assistant. Harold W. Hobbs, assistant. Agnes Cowing, hospital librarian.
Camp Mills, Mineola, L. I.	Arthur L. Bailey, librarian. Marion Dutcher, assistant.
Pelham Bay, Naval Training Sta., Pelham Bay Park, N. Y.	Wilhelmina Harper, assistant.
Pensacola Naval Station, Pensacola, Fla.	Chas. A. Read, librarian (transferred from Newport News Dispatch Office). S. R. McKillop, assistant.
Camp Perry, Great Lakes, Ill.	Marcus Skarstedt, librarian.
Camp Pike, Little Rock, Ark.	Betty H. Pritchett, hospital librarian.
Camp Sevier, Greenville, S. C.	John S. Baker, assistant. Mrs. I. M. Adams, assistant.
Camp Shelby, Hattiesburg, Miss.	Ora I. Smith, hospital librarian.
Camp Sheridan, Montgomery, Ala.	Valeria Easton, hospital librarian. Fanny Taylor Taber, assistant.
Camp Sherman, Chillicothe, O.	Dixie E. Macey, hospital librarian. A. F. Pauli, assistant. F. K. Farr, assistant. F. H. Cook, assistant. E. F. Loucks, assistant.
Camp Taylor, Louisville, Ky.	Elizabeth Pomeroy, hospital librarian. Stewart D. Owen, assistant. Harry H. Wiggins, assistant (transferred from Camp Sherman). Mrs. Minnie D. Miller, hospital librarian.

Camp Upton, Yaphank, L. I., N. Y. ....	E. C. Harper, assistant. Mary Jay Schieffelin, assistant. Ruth N. Edmonds, assistant. Wilmer M. Hall, assistant.
Camp Wadsworth, Spartanburg, S. C. ....	F. K. W. Drury, librarian. Alan F. English, assistant. Marion Leatherman, hospital librarian.

## OTHER POINTS OF SERVICE

Asheville, North Carolina, Hospital District..	Fanny Duren, hospital library organizer.
Brooklyn Naval Stations, Brooklyn, N. Y....	Robert S. Fletcher, library organizer.
Charleston and Paris Island Naval District,	
South Carolina .....	William D. Goddard, librarian.
Letterman General Hospital, San Francisco, Cal. ....	Mrs. Inez G. McConnell, hospital librarian.
Mexican Border Service, El Paso district....	Doris Greene, assistant.
Mexican Border Service, San Antonio dis- trict .....	Mrs. Cora Case Portes, assistant.
Quantico Marine Barracks, Quantico, Va. ....	Chaplain E. B. Niver, ex-officio librarian. R. W. Hawkesworth, assistant.
Troop Train Service .....	Mary E. Ahern, organizer.
U. S. Debarkation Hospital No. 2, Fox Hills, Staten Island, N. Y. ....	Anna May, hospital librarian.
U. S. General Hospital, No. 3, Colonia, N. J. ....	Margaret H. Martin, hospital librarian.
U. S. Naval Training Station, Newport, R. I. (House that Jack built) .....	Edwin Wiley, supervisor. Chaplain W. G. Cassard, ex-officio librarian.

## DISPATCH OFFICES

Boston, Widener Library, Harvard Univer- sity, Cambridge, Mass. ....	A. L. S. Wood, assistant. Harriet E. Howe, assistant.
Newport News, 32-34 Twenty-third St., New- port News, Va. ....	Helen Barnett, assistant.

## HEADQUARTERS

Miss Caroline Webster of the New York State Library is again at headquarters in charge of hospital library service.

## ADDITION TO HONOR ROLL

The name of Howard R. Hill, now a first lieutenant in the 332d Infantry with the American Expeditionary Forces in France, was inadvertently omitted from the Honor Roll of A. L. A. members printed in last month's issue. Mr. Hill is a son of Dr. Frank P. Hill of Brooklyn and went into the army from the Adelbert College Library in Cleveland.

## LETTERS FROM THE FRONT

From our friends overseas we have received some interesting comment on the books in service. Albert Crone, formerly of the staff of this office, wrote from France early in the summer:

You will be interested to know how much showing the A. L. A. makes here and something of the reading of books. When we first arrived, in one Y. M. C. A. building there could be found a scant 100 volumes—practically all of them marked with the book

plate of the A. L. A. For the most part I think probably they had been brought over by the men themselves and gradually collected. At the time we arrived this camp was comparatively unoccupied. The readers in the large body of men who came in with us quickly snapped up these few volumes.

Some two weeks after our arrival another Y. M. C. A. library room suddenly opened up with about 500 or 600 books, all A. L. A. They went like the proverbial "hot-cakes." There is a constant and continual call at the desk for more books beyond a doubt—and the supply is far below the demand.

As you know the men of our outfit also brought books with them over-seas as they wished. A notice was posted generally throughout the regiment, urging the early return of these to the regimental chaplain for further distribution.

Two things have especially struck me regarding the work of the A. L. A. as the prime agency in getting books to soldiers. The one is an advertising proposition for the association—rather, for libraries in general thru the A. L. A. It seems to me that far too little notice or emphasis has been made of

the fact that these books came from the A. L. A. (the small book plate notwithstanding) and that not enough are these readers, many new ones, being taught that these soldier libraries are simply transplanted miniatures of libraries great and small found everywhere throughout the states. I should like to believe that these donors—libraries and individuals—are going to reap the satisfaction of having added not only temporary value to the American Expeditionary Forces, but have awakened many an individual to the permanent values of books and of the places of books—libraries. The Red Cross, the Y. M. C. A., etc., spare no pains to make public their work—in many instances seek and take other rewards. The book comes to the soldier freely every time. The A. L. A. has asked nothing of the soldier—and little from the public, and its services have been many. I think the books stand alone as the single thing which comes to the soldier without a string tied to it. I would keep up that fine reputation, but I would use every possible means to bring the soldier-reader's attention to the fact that his home town library sent that book he reads or one like it to him—and that when he comes home he will find welcome and solace and assistance in the same library—in any library in any town almost from Maine to California.

My other thought regarding books is their distribution. Too often do those drawn from the shelves here remain long unreturned. True they have an inside circulation within a given organization. For instance—a book I draw usually reaches a number of readers in my own organization. But there are many volumes which seem to be of no interest to one group which might find a better pastorate if only they were returned. I would suggest a circular letter urging this upon the Y. M. or the regimental chaplains, so that some decided efforts—more vigorous than the notice which I mentioned above—would be made.

Ralph L. Power, editor of *Special Libraries* and librarian of the College of Business Administration in Boston, now with the statistical branch of the Headquarters staff of the A. E. F., writes of his book observations on the journey overseas:

The first thing that I saw at the port of embarkation was one or two books on each man's pack. Apparently they had been given them at some camp library, for they were all labelled American Library Association. They were mighty useful on board boat to pass away some tedious hours.

The ship had an officers' library for the ship's officers; a library for the crew and the army officers on board; and a library of many hundred volumes was in the troop quarters for the use of the men. The first two were partly books owned by the ship's

officers and crew and partly from the war library service, but the troop library was entirely of war library service books and there were few on the shelves. Just because a book was out from the time the boat left port till the time it entered did not mean by any means that it had been read only once. Almost every volume was passed around several times.

At the rest camp where we landed the Y. M. C. A. had been established only a short time and had practically no provision for books. It did have, tho, a box of two hundred which it lent to officers only. This was because they had not recorded them. When fully arranged they intended to circulate. Later at our next station the Y. M. was well stocked with books and at our present place there is a separate room for the library in the Y. M. C. A. hut. There are not many books there but maybe they are out. Frankly, we haven't such a lot of time to read. We do need papers and magazines, as we can read them much easier, but we cannot get them where we are. We get a European edition of a N. Y. paper daily (of 1 to 2 pages) at 5c.

Library developments in certain phases of Army work are developing wonderfully. There are three departmental libraries where I am now—each with a good sized staff and doing excellent work. Other than that there is nothing I can write about them. My own work is a sort of combination of business and library work. I hope to pin it down to one particular phase as soon as we are permanently settled.

#### CAN YOU TELEGRAPH IT?

THE man who doesn't know what he's talking about keeps rambling from the path like a traveler in strange territory. Many words mean little information. The test of competence is directness. Experts are concise. The Ten Commandments can be written on a postal card. Lincoln immortalized Gettysburg in a three-minute speech. The kodak king became a multi-millionaire on a single explanatory sentence.

The measure of a mind is ability to simplify principles and issues. Short cuts are only reached by long study. The telegram is more effective than the letter, not alone because of urgency, but clarity, too. There's a certain amount of reflection behind every wire.

Knowledge can be reduced to an essential phase and expressed in a comprehensive phrase.—HERBERT KAUFMAN.

**WHERE THE PERSONNEL RECORDS  
OF THE ARMY ARE KEPT**

ONE of the most interesting contributions to the meeting of the catalog section of the A. L. A. at Saratoga was a long letter from Willis F. Sewall, for many years the librarian at Toledo, Ohio, and now holding a lieutenant's commission in the Adjutant General's Office in Washington. In the statistical division, to which Lieutenant Sewall is assigned, there is kept a card index of all the men in the A. E. F.

Each contingent sailing to join the American Expeditionary Forces forwards a copy of its roster to the Adjutant General as it goes on shipboard. A card is made for each soldier, with his organization, the name of a parent or other relative or friend designated by him to be notified in emergency and the address of the individual designated for notification. The cards are filed alphabetically. In addition, the ship sailing lists are maintained on file. Each casualty list cabled by General Pershing is checked on the cards in this personnel file before notices are sent to relatives or the casualty lists given to the papers. The work of this division is fully described in the *Official Bulletin* for June 6, to which Mr. Sewall makes reference.

"As will be seen from this statement," he wrote, "we build up a card index of the men in the A. E. F. from the Passenger List. The P. L.'s are prepared at the ports of embarkation, and signed by the company commanders. Before going to the typists they are carefully scrutinized by experienced women clerks in our office and every possible error in spelling of name, in rank, organization and emergency address corrected. Every local address is verified against the Postal Guide, the Western Union list of telegraph offices, and if necessary against a domestic or foreign atlas. For cases still in doubt two cards are typed and stamped 'DATA UNCERTAIN.' One of these goes to file at once, and the other is used as a basis for further investigation. The original enlistment paper is the next and principal source of verification, for here we have an official document signed by the soldier himself. The errors which

creep into the records are mainly of three kinds: errors due to poor hand-writing; errors due to careless typing; and errors due to misunderstanding and misspelling information given by word of mouth. Then there are those cases where the soldier for reasons best known to himself deliberately gives a false name or emergency address. If you have a name like 'Jake Drzazdzyuski' it would seem at first glance that a few Z's more or less would not matter so much so long as you did not lose sight of the 'ski.' But I do not need to tell catalogers that Jake's card might easily get lost among a million others if not pretty nearly correct at least half way through. Jake, by the way, is a good American from Ohio. I once saw on a card this local address: 'Shayshear, Conn.' I looked up at the soldier's name and noticed that he was Italian. I came to the conclusion that that was his pronunciation of 'Cheshire,' and a better pronunciation than ours at that. But some company clerk had laboriously spelled it out the way it sounded, and thereby caused a lot of inconvenience. One colored soldier gave his emergency address as: 'Mammy Short, Mother, Post Office, Va.' I showed that to a clerk from Virginia. She said she had seen the sign, but could not remember just where it was. I enclose a sample card, which incidentally gives as voluminous an emergency address as has come to my startled gaze. In its original form the country was not visible to the naked eye, and one of our checkers had the hardihood to hold it up as 'Insufficient Address.'

Trochuck, Fred Wagoner 558065  
11 M. G. Bn. Hdq. Det.

Mrs. Sonan Trochuck Mother 412-13  
Rollia, Stancia Uloloehisk Wol Hub  
Slarokoelanlinawskoko Uezd Munuchin  
Walart Selo Manachin May 10, 1918  
DATA UNCERTAIN

Trochuck, Fred Wagoner 558065  
11 M. G. Bn. Hdq. Det.

Gospoza Sonia Trochuck, Mother 412-13  
Wolinskoi Gubernia,  
Staroconstantinovskovo Uesda,  
Monachinskoi Wolosti, May 10, 1918  
Selo Monachina,  
Poland (near Ukrania).  
*As corrected by a Russian Jew.*

"Seriously, however, every effort is made to verify and correct the data on these cards, so that if a casualty is reported, immediate notification can be made. We cable daily to the Headquarters of the A. E. F. in such matters, and the replies come back as sub-paraphrases on the daily Casualty Cablegram. Sometimes however the whole machinery of the War Department fails. Not long ago a soldier died in a hospital in France. The emergency address on the records here was 'Chicago, Ill.,' no street or number. We cabled, and the reply came back that the soldier flatly refused to give any information concerning himself or his family before he died. One can only wonder what domestic tragedy lay behind such a refusal.

"The Chief of Staff has officially stated that more than 900,000 men are already in France, and that the million mark will soon be reached. We have a card for each man; and are now typing and filing upwards of 10,000 cards a day. The problems of a great file of names are very different from those of a library catalog. Our file already occupies 1080 trays, and the names which fill two or more trays are as follows: Adams (2); Allen (2); Anderson (3); Brown (3); Davis (2); Jackson (2); Johnson (5); Jones (3); Martin (2); Miller (4); Moore (2); Murphy (2); Nelson (2); Smith (8); Thomas (2); Thompson (2); Williams (3); Wilson (2). Furthermore the great preponderance of Christian names are the old simple ones like Charles, Daniel, Frank, George, Harold, Henry, James, John, Joseph, Samuel, William, and the like. Therefore, there is a great duplication of these most common family and baptismal names; and the problems of arrangement and identification grow increasingly difficult.

"A whole chapter might be written on the comedies, and I doubt not the tragedies, of these family names. There is 'Heavens' and 'Hell' and everything between. All the sages and patriarchs from 'Milchisedek' down, not omitting 'Ananias'; all trades and occupations; all colors; all moral attributes and qualities; all growing things, trees, berries, and garden truck; all beasts, birds, fish, and creeping and crawling

things. There is the poor fellow who was named 'Faylure' at the start, and has been struggling manfully all his life to outgrow the handicap; and still it clings like a millstone. I hope it will get changed in the Army, if only to a nick-name. But above all the name 'Gaston Popskul' excites my eager curiosity. I would like to tap him gently on the cranium and see what would happen. I would have no fear of bodily harm, for he must above all else be a polite man.

"I have already referred to the Enlistment Paper. This is a four-page printed form which when folded looks very much like a deed. Some 18 or 20 different files of Enlistment Papers had grown up. These have recently been thrown into one alphabet. It involved the handling of approximately two million papers. The Draftees are taken care of by a Declaration, which is an unfolded form the same size as the folded Enlistment Paper, of heavy stock, and printed on both sides. From the latest Muster Rolls jackets are being typed for each man in the Army. Each soldier's jacket will contain his Enlistment Paper or Declaration, any other personal papers, and finally his Service Record when he is mustered out of the service. This file includes prior enlistments, all men now in the Army, and will include all enlisted men who may hereafter be called to the colors. It will therefore contain more names than the index first described. It does not include officers.

"In the Bureau of War Risk Insurance (Life Insurance Section) the applications and subsequent correspondence are filed numerically, just as books are accessioned in a library. There is an alphabetical index on 3 x 5 index cards. My understanding is that every man who does not take out insurance will be required to sign a declaration that he has had an opportunity to take out insurance and declines to do so, thus relieving the Government of any possible future claim. If that is so this index will contain the name of every enlisted man and every officer in the Army, the Navy and the Marine Corps. That will make it the largest alphabetical index of names in this country, and I suppose in the

world. The Allotment Section of the Bureau of War Risk Insurance also has a file or index, the nature and extent of which I know nothing of.

"In the office of the Provost Marshal is being assembled a complete central occupational card file. This file when completed will contain the special occupational qualifications of each *Registrant*. It is on 5 x 8 inch cards and is compiled from the Questionnaires. You will recall that President Wilson last winter appealed to school teachers to assist the local boards in filling out these cards. The cards are arranged according to a symbolic number, the basis of which is the Census Bureau's series of numbers for occupations, extended by numbers for the states and local registration districts. Class 1 has been completed, and the work is going forward.

"Under the authority of the Committee on Classification of Personnel a personnel office for enlisted men has been established in each division headquarters of the Army in this country, and in several in France. A card catalog system furnishes immediately available information as to the educational, occupational and military qualifications of every man. There is also an elaborate rating card for officers.

"And finally, as it takes money as well as some other things 'to win the war,' I will mention the file of Income Tax Returns in the office of the Collector of Internal Revenue. I have been told that these Returns are filed geographically and by size of income; and that they reach the enormous total of 13 millions.

"Will those who have not been card-indexed in some way or other please stand until counted?"

#### AN AMERICAN CREED

I AM an American. I believe in the dignity of labor, the sanctity of the home, and the high destiny of democracy. Courage is my birthright, justice my ideal and faith in humanity my guiding star. By the sacrifice of those who suffered that I might live, who died that America might endure, I pledge my life to my country and the liberation of mankind.—*The Outlook*.

#### AN IMPORTATIONS CANARD AND SOME NOTES ON GERMAN PERIODICALS

A REPORT has gone abroad that the War Trade Board has ordered the seizure and sale of American merchandise impounded in Dutch ports. Without preliminary inquiry as to its accuracy this report has been sent to librarians altho the author had been officially advised that the State Department had given direction to the American Legation at The Hague to reconsign the material destined to American libraries so as to reach the State Department and therefrom be distributed to the subscribers.

The simple fact is that the War Trade Board maintains an agent in Holland who offers to perform a friendly service for American importers. He endeavors to secure a license for the export of their impounded material if they wish it; or if they prefer not to risk shipment and yet escape storage charges he will, upon request, endeavor to find a purchaser. American libraries are not involved in any wise. Let this incident, therefore, be one more proof to the librarians that they pay not the slightest attention to any importations advice of anybody save the importations committee, which is in continual contact with the Departments of Government in Washington and is kept advised as to the shipping situation.

#### NOTES ON GERMAN PERIODICALS

The following notes on the appearance of German periodicals during 1918, as reported by Mr. Nijhoff, will be of interest to numerous American subscribers.

The following have ceased appearance during the war:

*Archiv für pädagogik.*  
*Archiv für papyrusforschung.*  
*Bibliotheca mathematica.*  
*Ferrum.*  
*Internationales archiv für schulhygiene.*  
*Die Musik.*  
*Mycologisches zentralblatt.*  
*Pädagogisches archiv.*  
*Zentralblatt für die ges. innere medizin.*

The exportation of the following during the war has been prohibited by Germany:

*Chemische novitäten.*  
*Gummi-zeitung.*

## Kolloid zeitschrift.

Kunststoffe.

Liebig's Annalen d. chemie.

Zeitschrift f. d. ges. kältindustrie.

Zeitschrift für instrumentenkunde.

Zeitschrift für orth. chirurgie.

The following show irregularities of issue:

Archiv f. d. gesamte psychologie. Vol. 37, pt. 1, issued June 1917; pts. 2 and 3, March 1918.

Archiv f. entwicklungsmechanik der organismen. Vol. 43, pts. 1-3, issued in 1917; pt. 4 in 1918.

Archiv für rassen- u. gesellschaftsbiologie. Vol. 13 not yet issued.

Archiv für zellforschung. Vol. 15 not yet issued.

Archiv f. zoologie, allgemeine u. experimentelle biologie. Vol. 7 not yet issued.

Deutsche mathematiker-vereinigung. Jahresbericht.

Vol. 27 not yet issued.

Internationale zeitschrift für metallographie. Current vol. 9 started in 1917.

Internationale zeitschrift f. physikalisch-chemische biologie. Vol. 3, pt. 1 was issued in 1916; pt. 2 in 1917.

Mathematische annalen. Vol. 79 not yet issued. Monatshefte für mathematik. Pt. 1 will be issued about August.

Romanische forschungen. Vol. 37 latest issued.

Zeitschrift f. aegyptische sprache u. altertumskunde.

Vol. 54 not yet issued.

Zeitschrift für ethnologie. Vol. 49 will start at the end of 1918.

Zeitschrift für gährungsphysiologie. Current vol. 6 started June 1917.

Zeitschrift f. mathematik u. physik. Vol. 65 not yet issued.

Zentralblatt für biochemie. Current volume 19 started May, 1917.

Zentralblatt f. zoologie, allgemeine u. experimentelle biologie. Vol. 7 not yet issued.

The following are out of print as indicated:

Gießerei-zeitung. Pts. 1-7.

Verein deutscher ingenieure. Zeitschrift. Pts. 1-6. Wiener medicinische wochenschrift. Parts of 1918.

Zeitschrift f. bildende kunst. Part for March.

M. L. RANEY, Secretary,

A. L. A. Committee on Importations.

#### A PERSONAL STATEMENT REGARDING IMPORTATIONS

LIBRARIES are apt to get befuddled by too much advice on importations. Job is being vastly comforted by the authors of his boils and carbuncles. The facts can be simply stated.

Our entry into the war made it automatically unlawful to get a book from Germany, directly or indirectly. No individual therefore or agent could keep within the law and maintain a trade relation with the enemy countries. This is recognized in a communication of Oct. 18, 1917, from a prominent importer to his clients as follows: "We have just learned that exportations from Germany are out of the question during the war, and since it is impossible to send mail or cash to that country, we

cannot place a regular order for German and Austrian periodicals." That is as true today as when it was written. Librarians had better remember that.

But with the passage of the Trading-with-the-Enemy Act, approved Oct. 6, 1917, ways by exception were provided for a certain amount of trading with the enemy; that is to say, you could, if you got a license from the War Trade Board. That the American Library Association, thru its committee on importations, did. That the agents of institutions did not.

But in order to convenience the institutions, the committee sought to use its license, so that the institutions might maintain their connection with their agents. The plan was at first accepted by the State Department, which, by agreement with the War Trade Board, was to control operations under this specific license. But after its promulgation, it withdrew its sanction and required the Association to act directly, so that institutions and agents once more reverted to the status outlined in the circular just quoted.

This new pronouncement came just as I was on the eve of departure for Europe. It came too late for me to get a response from institutions. I had either to act in their behalf, as the State Department required, or abandon them completely, and so act for the Johns Hopkins University alone. I chose the former, and believe that in the end the institutions cannot regret the choice.

I succeeded in effecting the arrangements with the British and French Governments which the State Department asked. The order was placed, as the Department of State desired, with such agent as I found our Allies to be successfully patronizing; that is to say, in the first instance, Martinus Nijhoff, whose service British institutions were found to be highly enthusiastic over. The further orders will be placed, unless otherwise required by institutions, with Librairie Kundig, found similarly to give satisfaction to French institutions. This firm says, under date of April 30: "They [German books and periodicals] can be supplied at exactly the same rates as at headquarters where

they are issued. *We* pay the cost of carriage to Geneva. The mark will be reckoned at the 'cours du jour,' that is, at its quoted value. All orders will be delivered free of charge at Berne."

This was explained to the chief importers in New York before my departure, and my long activities in their behalf were cordially recognized, and I was told that they were glad the institutions were not after all to suffer because of their inability to serve.

Several weeks after this order was placed, this same American importer, above quoted, was surprised by an advice from Germany that he had, without authorization, been advanced a credit sufficient to cover half his usual subscriptions. But he cannot legally take advantage of that authorization, for he would thus be trading with the enemy. Therefore institutions are not under the slightest legal obligation to recognize this unauthorized act of a German agent.

Nijhoff has succeeded in getting the goods. Large shipments have gotten at least as far as London, and the ambassador there has secured from the Foreign Office an order for their dispatch. The State Department feels quite sure that it will soon be able to effect an arrangement for direct shipment from Rotterdam to America, so as to cut out trans-shipment charge in London.

The bills from Nijhoff have arrived and show an exorbitant rate of exchange. That is to be greatly regretted, and has been made the subject of both telegraphic and written protest. Nijhoff converts the mark into guilders at the rate of .55, whereas, in his published offer of October, 1917, the promised rate was .45. Furthermore his so-called 5% war tax is entirely unheralded. I hope for modification, and expect, if this cannot be secured by mail or cable, to handle the case in person at The Hague in the near future, so that institutions can feel assured their interests will be energetically looked out for. The main difficulty however lies in the advance in value of the Dutch guilder as compared with its ante-bellum rate. This we cannot overcome.

As for the claim that the German Government will not permit the exportation

of important scientific journals, let me say that, without claiming the ability to prophesy the future, I can emphatically assert that as a result of the examination of the British Government's records as well as the cards and shelves of several representative British institutions, I am in a position to say that British institutions are receiving nearly their usual German periodical service. The Royal Society of Medicine, for example, has 350 German medical journals right up to date on its shelves, with scarcely a gap discernible. The practice may change, but those are the facts at present, and what is more Nijhoff has despatched from Rotterdam large consignments for us.

In conclusion I cannot too strongly urge upon libraries the importance of their taking out insurance against gaps in their files. They had better get these periodicals while the getting is good, not being too squeamish about cost. The German War Paper Commission has laid limitations upon editions. Many are already out of print. For example, even the 1918 issues of the *Zeitschrift Vereins deutscher Ingenieure* can no longer be had. Many publishers are printing only a sufficient number of copies for subscriptions actually received, and demand, of course, payment of subscriptions in advance. Under the best of circumstances we should be years in getting our lacunae closed, and we may be assured we shall pay a pretty price for it. Duplication is not serious. Any person or agent that is lucky enough to have a surplus journal after the war will have an embarrassing number of chances of disposing of it at a nice figure.

Institutions will do well to remember that the Association in this matter of importations is being implicitly trusted by the State Department. Its cables are regarded as Department business, and its correspondence accorded the courtesy of the diplomatic pouch. The advice of the committee is accepted in practically every case by the officials, and Washington acts with energy upon our requests. We had better not throw away such a position at the idle suggestion of those who have axes to grind.

M. L. RANEY, Secretary,  
A. L. A. Committee on Importations.

## THE WORK OF THE LIBRARIES IN THE FOOD CAMPAIGN

In the great movement for food conservation the past year the libraries have played no mean part, ever since the librarians were enlisted to aid the United States Food Administration last October. Writers, artists, specialists in many fields, schools, universities, and government departments have all volunteered help. It has been the library's part to make constantly available to the public the information and ideas offered by these individuals and institutions.

The United States Food Administration has secured in practically every library a bulletin board whereon important announcements are displayed each week. In the monthly *Food News Notes* for public libraries it suggests short, telling items for each week's bulletin, and the recipes which it gives are so arranged that they may be cut out and displayed there also. Before leaving the *Food News Notes*, it is well to note among other useful items for reference its lists of publications relative to food conservation of the federal and state Departments of Agriculture, and of the Bureau of Fisheries, lists of books on gardening, poultry and eggs, notices of special articles on food in the current numbers of the magazines, a digest of press statements relative to food conservation, and names of state merchant representatives, home economics directors and library directors from whom further help may be obtained.

The Food Administration has, further, made suggestions to those librarians who have requested material for food talks to be given in the library auditorium, has helped to plan exhibits for libraries and has "provided exhibits . . . for thirty state fairs. Each exhibit consists of a set of twelve oil paintings freely contributed by men like Daingerfield, Blashfield and Campbell; twelve statistical charts showing the accomplishment of the Food Administration, and ten small exhibits in a glass case picturing the need for food saving and the method of its accomplishment."

By January, 1918, a "library director" was placed on the staff of the United States

Food Administration in nearly every state. The library directors now are:

- Alabama—Dr. Thomas M. Owen, Dept. of Archives and History, Montgomery.  
Arizona—Estelle Lutrell, University of Arizona, Tucson.  
Arkansas—Beatrice Prall, Public Library, Little Rock.  
California—Mrs. F. M. C. Harmon, State Council Defense, Los Angeles.  
Colorado—Chalmers Hadley, Public Library, Denver.  
Connecticut—George Godard, State Librarian, Hartford.  
Delaware—  
District of Columbia—Arthur Blessing, Public Library.  
Florida—Helen Virginia Stelle, Tampa.  
Georgia—Duncan Burnet, Librarian University of Georgia, Athens.  
Idaho—Belle Sweet, Moscow.  
Idaho—Marion Dahl, Boise.  
Illinois—George A. Deveneau, University of Illinois, Urbana.  
Indiana—Wm. J. Hamilton, State Library Commission, Indianapolis.  
Iowa—Julia A. Robinson, Iowa Lib. Commission, Des Moines.  
Kansas—Willis Kerr, Emporia.  
Kentucky—Carolyn E. Adelberg, Free Library, Louisville.  
Louisiana—Henry M. Gill, New Orleans Public Library, New Orleans.  
Maine—Henry E. Dunnack, State Library, Augusta.  
Maryland—Dr. Bernard Steiner, Enoch Pratt Free Library, Baltimore.  
Massachusetts—Food Facts Bureau, Boston Common.  
Michigan—Theresa J. Shier, State House, Lansing.  
Minnesota—Clara F. Baldwin, Minnesota Public Library Commission, St. Paul.  
Mississippi—A. A. Kern, Millsaps College, Jackson.  
Missouri—Elizabeth B. Wales, Missouri Library Commission, Jefferson City.  
Montana—Gertrude Buckhous, Librarian State University, Missoula.  
Nebraska—Edith Tobitt, Public Library, Omaha.  
Nevada—Frank J. Pyne, State Library, Carson City.  
New Hampshire—Grace Blanchard, Public Library, Concord.  
New Jersey—Sarah B. Askew, State Library Commission, Trenton.  
New Mexico—Mrs. Harry Wilson, Santa Fe.  
New York State—Asa Wynkoop, State Education Bldg., Albany.  
New York City—Edwin W. Gaillard, New York Public Library, New York City.  
North Carolina—Mrs. Minnie L. Blanton, Raleigh.  
North Dakota—Winnie Bucklin, Fargo.

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Ohio—Charles W. Reeder, State House, Columbus.  
 Oklahoma—Charles H. Stone, Librarian Oklahoma Agricultural and Mechanical College, Stillwater.  
 Oregon—Cornelia Marvin, State Library, Salem.  
 Pennsylvania—  
 Rhode Island—Herbert O. Brigham, State Library, Providence.  
 South Carolina—K. B. Trescott, Clemson College, Clemson.  
 South Dakota—Mrs. Jeannette E. Herreid, Aberdeen.  
 Tennessee—Mary Skeffington, State Library, Nashville.  
 Texas—Julia Ideson, Houston.  
 Vermont—Ruth L. Brown, Free Public Library Commission, Montpelier.  
 Utah—Joanna H. Sprague, Salt Lake City.  
 Virginia—Earl G. Swem, State Library, Richmond.  
 Washington—W. W. Foote, Library State College, Pullman.  
 West Virginia—Dr. L. D. Arnett, Librarian West Virginia University, Morgantown.  
 Wisconsin—C. B. Lester, Library Commission, Madison.  
 Wyoming—Grace Raymond Hebard, University of Wyoming, Laramie.

Varied and ingenious are many of the programs planned by the library directors for carrying on this work. The New York state director has arranged for local conferences all over the state with round table discussions. Georgia's director sends out a semi-monthly news letter to all librarians of the state. Mr. Deveneau, director for Illinois, enlists a fellow-librarian with a *flair* for advertising to write "A personal letter on library publicity," emphasizing the human side of the work and exhorting them to "keep on doing it"; at another time Mr. Deveneau himself sends out an informing letter with bibliography attached, as for example, on small fruits for Illinois; again he writes urging superintendents, principals and teachers of public schools to have their students enter the poster-designing contest and send a poster-collection to the annual exhibition of public school drawing and manual training at the university. W. W. Foote, director for Washington state, at the beginning of the campaign, wrote to the schools asking that the children write essays and make posters on sugar and meat conservation. Later he drew the attention of librarians and school superintendents to the material which could be had

for free distribution, and again, still early in the campaign, sent to every library in his district a letter calling attention to the general plan suggested in *Food News Notes*. Beginning with February 16, he has issued a printed *Weekly News Letter* suitable for posting on the library bulletin-board. It reproduces clever posters, suggests subjects for essays, and gives reports on gardening and food exhibits in other libraries both inside and outside the state.

Many library directors modestly withhold reports alike of what they have planned and what achieved. But from the reports available there seems to have been a very serious and continuous working "with a pull all together" all over the country. Mr. Jennings, of Seattle Public Library, reports that he can use two thousand copies of the United States Food Administration pamphlets and that he finds it impossible to satisfy the demand for literature on food production and conservation. The New York City libraries have distributed over half a million pamphlets. "No more new fiction" say some libraries of Oregon, which put additional money and energies into the purchase of books on food, securing and loaning pamphlets, and, where there is only one available copy of a pamphlet, arranging for readings to be given from it at stated hours!

But the distribution of literature, once the library's sole function, is now but one of its many activities. In these activities the domestic science, art and gardening classes, and women's clubs have been enlisted to help. In many places, notably in Washington, Illinois and Michigan, the schools furnish the libraries with nearly all the posters required. California libraries exhibit fruits and vegetables, canned and cooked products as well as books and pamphlets. The Takoma Park branch of the Washington Public Library as early as last summer gave space for a vegetable drying apparatus and in September had a fine exhibition of fruit and vegetables raised and preserved by children of the district. One Wisconsin librarian writes:

"For our food exhibit, which was confined to the use of substitute flours, I gave up the most popular reading table in the

library, put up a row of colored picture posters back of it, and decorated the table with the prettiest flowers I could get. The domestic science department opened the exhibit with an interesting display, accompanied with piles of manifolded recipes for free distribution. As fast as I could find out from visitors which substitute flour troubled them most, and which they had best success with, I asked for samples of the successes and made typewritten copies of the recipe, with the donor's name, for free distribution. Then I either found some one who had successfully used the troublesome substitute, or some good cook who was willing to experiment with it and exhibit a successful result, with recipe."

In Walla Walla, Wash., a food exhibit, prepared by Whitman College students, was held in the Public Library, where it attracted at least five hundred visitors. Different tables exhibited the following: (1) Meatless dinner, illustrating the use of peanut butter, nuts, etc.; (2) different breads without wheat, and combinations with a little wheat; (3) breakfast foods other than wheat; (4) "butter stretchers"; (5) use of scraps from the table; (6) what Uncle Sam feeds his soldiers—a day's rations; (7) exhibit of one day's food for child two years old; (8) fireless cookers and iceless refrigerators; (9) one hundred calories of various foods; (10) model grocery order for family of five. The library exhibited the colored food charts of the U. S. Department of Agriculture, showing compositions and value of certain foods, and all pamphlets and bulletins were exhibited on wires strung around the room. Copies of the bibliography of material available in the Walla Walla Library were distributed.

Again, the Chicago Public Library and many members of the Chicago Library Club took an exhibit section at the Chicago Food Show, Jan. 5 to 12, and had a most successful booth, which was described and illustrated in the March issue of the JOURNAL.

The food exhibits of the Boston Public Library are of particular interest because of the varied organizations co-operating to prepare the exhibit and because of the widespread and sustained interest they command. The following organizations are

responsible for this service: Association of Collegiate Alumnae; Boston Women's City Committee on Food Conservation; Free Public Library Commission; Massachusetts Branch of the Women's Peace Party; Massachusetts Normal Art School; Massachusetts Public Interests League of Anti-Suffragists; Massachusetts Women's Suffrage Association; Miss Farmer's School of Cookery; National Civic Federation; School of the Museum of Fine Arts; Special Aid Society for American Preparedness; Women's City Club of Boston; Women's Municipal League of Boston.

The board of directors, composed of one member from each of the organizations, meets the third Monday of each month to determine policies, to decide upon the character of the exhibits for the following month, and to apportion them. The executive secretary, whose time is contributed by the Women's Municipal League, is responsible for the detail of assembling and installing the exhibits each month. A prominent place on the first floor of the library has been set aside for the exhibit. A leaflet, issued under the auspices of the Massachusetts Library Commission, is distributed to the public. This leaflet furnishes a list of substitute foods with the price at which they may be bought at the time in Boston, and in a general way, where they may be procured. The exhibit for January was Corn foods, for February, Fats, and for March Milk as a food, not a beverage.

The library director for New York city, Edwin H. Gaillard, has arranged for an attractive corner in each branch library, with posters and a table of books relating to a special field, *e.g.*, flour substitutes. The branches have distributed half a million pamphlets on production and conservation. There are two permanent canning stations, and a dozen food exhibitions have been arranged, one good one consisting of a day's meals suited to the season, showing in each case the cost and the number of calories obtained from the food. At a demonstration of breadmaking with substitute flours, five batches of bread are in the making at one time so that the audience in one séance can enjoy each process, from the mixing of the dry ingredients to the

eating of the finished product. To do this, gas stoves were used, one in the staff room kitchen and one installed on the platform in the lecture room. This unique demonstration was arranged by the director himself who also tries out and approves canning recipes before they are given to the public.

The problem of New York city is very complicated not only by the many languages spoken but by the very varied methods of food preparations used by the peoples forming a large part of the population. Some food propaganda material has been translated into Italian and adapted to their needs. The next translations will be into Bohemian, and it is hoped ultimately to reach many more foreigners with literature in their own tongues.

#### "LYSIS"

THE following information as to the identity of an able French writer, whose works are finding their way to this country in book form and who uses the pseudonym "Lysis," is sent in by a librarian for the benefit of others who may have been puzzled to identify this author:

"Letaillieur c'est le même homme que Lysis qui est un pseudonym."

"Lysis est un des cerveaux qui dirigent la France demain—c'est un solitaire—it a écrit des articles de philosophie d'action, d'un façon populaire, un peu à la Brisbane, pour les plus grands journaux socialistes français, bien que non 'socialiste.' Influence énorme. Respecté pour tous partis . . . J'ignore son prénom."

The above information was obtained unofficially from an attaché of the French High Commission.

"Il est vrai que les ministres les plus éminentes ont bravement endossé la responsabilité des assertions qu'un journaliste financier, M. Letaillieur, a mise en circulation sous le nom de Lysis."

The above is the evidence of Yves Guyot in "l'Industrie et les Industriels." Paris, 1914, p. 136.

**EVERY day in our life is a day in our history.**

Do not wait to have your task marked out.

#### SALARIES MUST BE RAISED TO MAINTAIN LIBRARY EFFICIENCY

"YEAR after year about one-fourth of the staff of the Library leaves its service, attracted by better pay in other libraries and other state departments," says J. I. Wyer, Jr., in the 1917 report of the New York State Library. "Most of these resignations are from the lower grades, receiving salaries of \$600, \$480 and \$360 (for there are several positions as pitifully paid as that), and the vacancies are with much difficulty filled with other pages and clerks, who are in turn quickly tempted into better paid offices (and every other department is better paid). For years the State Library has been training clerks for the other state departments. There is scarcely another state office which does not have or has not had on its force from one to a dozen former library employees. This may be very advantageous for the other departments but it puts upon the library a permanent handicap, for which it is not a sufficient consolation to reflect that the library's clerical products are keenly appreciated in other directions and that the library is notoriously an easy mark for any other office wanting a good clerk."

In a recent letter published in the *Boston Record* Isaac Sidel of East Boston says, in an arraignment of salary conditions in the Boston Public Library:

"It is doubtful whether any other municipal department of the City of Boston pays such a low living wage to its majority of employees as does the Library Department. Length of service means hardly anything. Of all its employees, about half earn about fifteen dollars weekly regularly. Some who have been in the service 40 years are earning to-day only from ten to fifteen dollars weekly; others in the service twenty years receive only ten dollars weekly.

"The only way that they can make both ends meet is by working overtime. Take away this overtime work, and soon they would practically starve. . . . As it is, the married men have their home life disrupted; having to work day and night to earn an apology for a decent salary. The

younger men hardly indulge in recreation; they have not the funds to pay for it.... "The Boston Public Library is the graveyard of all ambition and hope."

The Public Library in Washington, D. C., has been hard hit by resignations during the past year. The following explanation of the resulting deficiencies in library service is given in its latest *Bulletin*.

"The library would like to give 100 per cent service to the public, including especially the newcomers to Washington. The following are some of the reasons for deficiencies in the service:

"1. In twelve months the resignations have numbered 90 per cent of the library staff. Employes have gone to government departments at double the salaries paid by the library. All library salaries are fixed by law.

"2. The recruits, no less than the remaining original staff, desire to give good service, but, to a large extent, are inexperienced.

"3. The staff was too small in peace time. The increase in population has brought larger crowds to the library. The library staff has remained practically stationary in numbers.

"These conditions cause congestion and delay. The consideration and co-operation of the public are requested under these trying circumstances."

At the regular monthly meeting of the Library Council of the St. Paul Public Library, July 1, a resolution was adopted that in the preparation of the library salary budget consideration should be given not only to the increased cost of living, but also the higher grade and increased amount of service rendered by the several departments. It was also resolved, that heads of departments elaborate a schedule of activities in their several departments and determine standards of service in connection with each for use in the measurement of the efficiency of each employe and as a basis for recommendation for promotion, and that the questions of standardization of the service and efficiency rating be referred to a

special committee of the council for investigation.

On the other hand, we have come across occasional evidence that library boards, and the citizens behind them, are waking up to the need of increased salaries for library workers. In view of the increased appropriation received by the Public Library of Phoenixville, Pa., from the school district, the salary of the librarian was increased \$5 per month at the June meeting of the board. At a recent meeting of the trustees of the West New York Public Library, likewise, it was decided to increase the salaries of the chief librarian and the two assistants, \$200, \$120, and \$60 per annum respectively. Kansas City has increased its salary list about 21 per cent, increases ranging from 12½ to 25 per cent, on salaries of all members of the staff earning less than \$2000 a year. This comes on top of a raise of 10 to 20 per cent a year ago.

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The following is one of the poems contributed weekly by request to the *Eighty-Third Division News* by G. O. Ward, of the Cleveland Public Library, while serving as camp librarian at Camp Sherman:

#### Grouch Gets Hep

Old Jethro Grouch dropped in to see just why camp libraries should be. "I've heard," he said, "of these here books, and I'm not sure I like their looks. The thing for soldier boys is drills, and books, methinks, are simply frills."

Just then, came Private Benjamin Bones and asked for books on telephones, and after him, two husky chaps demanded dope on making maps, and others asked for Lewis guns and other things to swat the Huns. And last, a tired guy walked in to rest him from the dust and din, and found a novel and a fag to straighten out his mental sag.

Then Jethro said, "At last I see just why camp libraries should be. They speed the soldier's training up to face the hardware made by Krupp, and when he sort of loses step, they help to give him back his pep. And so, my friends, henceforth, gadzooks! You'll hear me root for soldiers' books."

## Library Organizations

### LIBRARY WEEK AT LAKE PLACID

Indications point to one of the finest meetings in the history of the New York Library Association.

The program, which has for its general theme, Book Power, is growing in strength and attractiveness. The subject of books, our working capital, will be treated from various angles by members within our own ranks and by noted speakers from without.

Among the speakers who have been secured are:

**Dr. C. H. Parkhurst**

"The bearing of literature upon civilization and the present condition of the world."

**Dr. Melvil Dewey**

"The Lake Placid Club, a sociological experiment."

**Col. William Cary Sanger**

"Arms, books, and the man."

**Dr. Earl E. Sperry**

"German propaganda in the United States."

**Dr. Frederick W. Betts**

"Book distribution to rural communities."

**William Warner Bishop**

A message from the President of the American Library Association on "Changing ideals in librarianship."

**Frederic G. Melcher**

"Publishers as multipliers of book power."

**Orrin G. Cocks**

"The motion picture visualized book power."

**William F. Jacob**

"Technical books as sources of power."

**H. W. Wilson**

"Mobilizing book power."

We expect to secure also S. K. Ratcliff of England and the Hon. Geo. W. Ray.

Leta E. Adams is arranging a symposium on books for adults and Mary C. Richardson one on books for children. Charles H. Brown has charge of a session of camp librarians which will be open to all members.

Of entertainment and outing there will be an embarrassing richness. The use of boats, tennis courts, golf links, etc., will be free to members of the association. The Lake Placid Club is arranging for special boat trips and mountain rides. One evening will be set aside for the Indian Council fire in charge of Godfrey Dewey.

In music also a treat is in store for us. Concerts of the highest order are given twice a day by artists who have been members of famous concert groups such as the Kneisel and Beethoven. There are seven of them selected from the Boston Symphony Orchestra, the finest in the world.

By no means least of the attractions are the rates. Thru the personal interest of Mr. Dewey in our association the rates are so moderate as to place this meeting within reach of all. Charges for members are \$3.50 a day or with private bath \$4 for the smaller rooms. For larger rooms there is an increase of 50¢ for each larger size. Headquarters will be at the Lakeside Club House, where all our members can be housed practically under one roof.

Library Week presents a rare opportunity to combine business and recreation for a few days. There is nothing better to equip librarians with new inspiration and vigor for the strenuous duties of the coming year. If you have not yet made your plans to attend, you should do so at once. The date is September 23-28.

*Wm. F. Yust, President,  
New York Library Association.*

### NEW HAMPSHIRE LIBRARY ASSOCIATION

The annual meeting of the New Hampshire Library Association was held at Claremont June 13-14, and proved to be one of the most delightful gatherings in the history of the association.

The president, Mary Lucina Saxton, presided and introduced the Hon. Hosea W. Parker, chairman of the board of trustees of the Fiske Free Library, who extended a most cordial welcome to the visitors. Abbie Field, for many years librarian of the Fiske Free Library, read a delightful paper on the artist colony in the neighboring town of Cornish, giving a history of the founding of the colony and relating many interesting anecdotes concerning the artists and writers connected with it. It was a disappointment that Lillian Whiting was prevented by an accident from attending the meeting, but Harry K. Lloyd of Claremont, very acceptably filled her place on the program with an illuminating talk on stained glass. Avoiding technicalities he gave his hearers something of an insight into the workings of the artist's mind, the means by which he seeks to express his ideas, and his use of symbolism. Mr. Lloyd illustrated his talk with several of his own designs.

Promptly at four o'clock automobiles, pro-

vided by the people of Claremont, were in readiness to take the party to Cornish to visit the Saint-Gaudens studios. It was a beautiful drive about eight miles along the Sugar river and the Connecticut, affording a wonderful view of Mt. Ascutney and the Green Hills beyond. A short distance above the Tea Tray, a most attractive tea house, which, by the way, bears a sign painted by Maxfield Parrish, the machine turned into a road winding through beautiful woods until a sudden turn brought them into the driveway leading to the larger of the two studios where Augustus Saint-Gaudens did so much of his work. A visit was paid to both of the studios, also to the Temple erected to Saint-Gaudens' memory by his friends and neighbors. The pleasure of the trip was greatly enhanced by the gracious welcome accorded the party by Mrs. Saint-Gaudens.

The evening session had a decided war flavor. Edith Guerrier, speaking for the library section of the Public Information Division of the U. S. Food Administration, urged the librarians to press on to greater and still greater service. John Adams Lowe, librarian of the Camp Devens Library, told in his characteristic manner of the work being done for the boys at Ayer and proved to the satisfaction of the audience that a camp library is a military necessity.

The session on Friday morning was given over to reports, election of officers, and messages from the district reporters concerning library activities in different sections of the state. Profitable discussions followed on what war books to avoid purchasing. Mrs. Robert Barrett, librarian of the Cornish Library, spoke briefly on her recent experiences in London and Paris, and exhibited some striking war posters which she collected in Paris and is willing to lend to any library desiring them.

The following officers were elected for 1918-1919: President, Elsie Gaskin, Derry; 1st vice-president, Caroline B. Clement, Manchester; 2nd vice-president, Mrs. Lillian Wadleigh, Meredith; secretary, Sarah Gilmore, Claremont; treasurer, Annabell C. Secombe, Milford.

The Vermont Library Association, which had been invited to attend this meeting at Claremont, was represented by a goodly number of its members. It is a pleasant experience having the two associations come together in this manner and it is hoped that other joint meetings may be held in the future. Following the closing session a number of persons motored to Cornish Flat to visit

the Stowell Library, whose librarian and assistants are doing such excellent work in making the library a community center. This library has the distinction of owning a book-wagon and trips are made to the outlying districts even during the severe weather of winter.

CAROLINE B. CLEMENT.

#### BAY PATH LIBRARY CLUB

The annual meeting of the Bay Path Library Club, was held in the Petersham Memorial Library, June 21, 1918.

The president, Mrs. Robert K. Shaw, called the meeting to order and presented the Rev. Robert C. Douthit, who welcomed the club to Petersham and gave an outline of the attractions of the town both natural and historic.

Because of the limited time the business meeting was very brief and the reports of the secretary and treasurer were omitted. The president appointed a nominating committee to bring in a list of officers, and the following names were submitted: President: Mrs. Robert K. Shaw; honorable vice-president, M. Anna Tarbell; vice-president, Helen P. Shackley, Harriet G. Brown; secretary, Mabel E. Knowlton; treasurer, Mrs. Grace M. Whittemore. Upon motion of Mr. Shaw the secretary was instructed to cast one vote for the list as submitted, and the above named officers were declared elected.

Miss Chandler reported that the travelling library purchased by the club and placed in the hands of the Woman's Education Association, had been sent to the town of Sutton for use in the public library and its branches in that town.

Mrs. Whittemore then took up the "book reviews" and called on Miss Keyes for a list of some of the best books on the European war for the small library to buy. Miss Keyes in addition to naming the books gave a short analysis of their contents which should prove helpful to the librarians in making their selections.

Miss Johnson of the Town Room, Boston, followed with a list of helpful and inexpensive material on the subject of "Food conservation." Miss Chandler suggested that this list be multigraphed and a number of copies sent to the different libraries. Miss Jones of the commission thought that the commission would perhaps attend to this matter.

The president suggested that the question of appointing a press chairman be considered but no action was taken.

John A. Lowe, agent of the commission,

sounded a note of warning in regard to German propaganda and gave a list of books which the Intelligence Service considers harmful. It was suggested that this list also be multigraphed and sent to librarians.

The club was the guest of the trustees of the Petersham Memorial Library at lunch which was served in the vestry and on the lawn of the Unitarian Church.

The afternoon session opened with an address by Dr. George H. Blakeslee of Clark University, Worcester, on "Some aspects of the war." Dr. Blakeslee was followed with the closest attention as he presented very clearly some of the aims and issues of the great struggle.

Mrs. Shaw expressed the appreciation of the club for the very generous hospitality extended by the library and the citizens of Petersham both in the matter of lunch and of transportation by automobile to and from the station.

MABEL E. KNOWLTON, *Secretary.*

#### *DES MOINES LIBRARY CLUB*

The Des Moines Library Club has closed a very successful year's work, under the leadership of Reba Davis, president.

The meetings were held in October, December, February, April and June. While the social side of the club work has not been forgotten, more thought has been given to the needs of to-day, and the meetings have been devoted to war activities. The October meeting took the form of an informal reception in honor of its new members, Charlene Sperry of Des Moines college very graciously entertaining the club at her home. The social committee provided a program emphasizing food conservation, Liberty bonds and war slogans.

The December meeting was held in the Library Commission rooms in the Historical Building. Prof. Herriott of Drake University gave an address on "Women and patriotism," after which scrap books were made for the hospital at Camp Dodge.

The February meeting of the club was held at the City Library. Mr. Spaulding, the city librarian, gave an interesting talk on John Masefield and spoke of his approaching visit. Then each library represented in the club gave a part in the evening's entertainment.

On Feb. 15, the library club joined with the Press and Authors Club in presenting John Masefield in a lecture, which was listened to with great interest by a large audience.

The club extended an invitation to the Iowa

Library Association in session in the city, and on April 25, Mr. Spaulding, acting librarian at Camp Dodge, was host to the convention and club. War measures and war work were discussed. Tea was served at the Y. W. C. A. Hostess house.

The last meeting of the year was a picnic at Greenwood Park the evening of June 25. Officers of the ensuing year were elected as follows: President, Forrest B. Spaulding of the City Library; vice president, Lavinia Steel of the State Library; secretary, Helen Proudfit, children's librarian of the City Library; treasurer, Mary Mark of the Iowa Library Commission; chairman of the program committee, Ethel B. Virtue, Historical Department of Iowa; chairman of the social committee, Florence Price of the State Library. M. S. Dudgeon, secretary of the Wisconsin Library Commission, now employed by the American Library Association in war work, gave a very interesting and pleasing talk. Grace Shellenburger gave a report of her war work at Fort Des Moines and by her suggestion the club donated money for a clock at Fort Des Moines Library. A committee was appointed to use the money in the treasury for war work. Reba Davis, the president is now temporarily employed as hospital librarian and assistant in border service, El Paso, Texas, Fort Bliss.

LIZZIE BOICE JONES, *Secretary.*

#### **Library Schools**

##### *LIBRARY SCHOOL OF THE NEW YORK PUBLIC LIBRARY*

Positions in the New York Public Library have been accepted as below by a number of students who received certificates in June, 1918. In the majority of cases those mentioned are planning to return to the school for advanced courses:

Margaret R. Bonnell, reference cataloging division.  
Bertha Greenebaum, science division.  
Margaret B. James, reference cataloging division.  
Adelene J. Pratt, circulation department.  
Gertrude Rhodes, reference cataloging division.  
Minnie F. Sloat, circulation department.  
Earle F. Walbridge, circulation department.  
Jessie E. Wing, science division.

In addition to appointments previously announced other members of the same class are holding places for the summer as follows:

Florence J. Lacy, assistant, John Marshall High School Library, Richmond, Va.  
Mary Jay Schieffelin, assistant, Camp Upton Library.

The Alumni Association of the Library School of the New York Public Library at its annual meeting on June 6, 1918, elected the

following officers: President, Robert W. G. Vail; vice-president, Mrs. Noel Leslie; secretary-treasurer, Johanna Olschewsky and Hedwig Klingelhoeffer (jointly). A directory of all former students is in preparation by the school and will be issued in the fall.

The session for the year 1918-19 opens with the period of preliminary instruction and practical work on Sept. 9, the regular classes beginning on Sept. 23, and the advanced courses starting on Oct. 1.

ERNEST J. REECE, *Principal.*

#### SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE

At the Saratoga conference a Simmons luncheon with fourteen representatives present was held on Wednesday, July 3. Miss Howe and Miss Donnelly of the staff attended the conference.

Appointments of members of the graduating class have been made as follows:

Agnes Judkins, assistant, Union Square branch, Somerville Public Library.  
 Annable, Dorothy, assistant, Cedar Rapids Public Library, Cedar Rapids, Iowa.  
 Apple, Miriam R., index and catalog clerk, Signal Corps, Washington, D. C.  
 Bancroft, Priscilla, assistant, Public Library, Walpole, N. H.  
 Brown, Beatrice, assistant at reference and loan desk, Bryn Mawr College Library, Bryn Mawr, Pa.  
 Charlotte Ford, cataloger on the reorganizing staff, Bridgeport, Conn.  
 Garey, Ethel, assistant, Williams College Library, Williamstown, Mass.  
 Hadley, Gladys J., assistant in children's work, Utica Public Library, Utica, N. Y.  
 Isabella Starbuck, librarian, Bethany College.  
 Patten, Grace E., index and catalog clerk, Signal Corps, Washington, D. C.  
 Rockwood, Marjorie R., assistant, Williams College Library, Williamstown, Mass.  
 Sarah Mayo, assistant secretary, Simmons College Alumnae Association.  
 Sawin, Olive, assistant librarian, Women's Educational and Industrial Union Library, 264 Boylston Street, Boston, Mass.  
 Sweetser, Anna M., assistant, Williams College Library, Williamstown, Mass.

#### SUMMER CLASSES

The attendance this year, forty-five in all, was larger than that of last season, and the proportion of those who carried the full six weeks' program was also greater, the only falling off being in those registering for the "Work with children." Ten completed the course in base hospital library work.

During the session the college had the pleasure of giving house room to the annual conference of librarians, held by the Massachusetts Free Public Library Commission from July 30 to August 1, and the schedules of the summer students were arranged to permit them to hear the speakers on the program. Attendance at the conference discussions of new books was required as part of the book selection course.

During the six weeks, a talk on reference work was given by Miss Marilla Freeman; a vivid description of the Library War Service by Mr. Milam; an illustrated address on Camp Devens by Mr. Lowe; "First things in base hospital library work" by Miss Miriam Carey, and a lecture by Mrs. Grace Myers, on the "Bibliography of the medical and surgical aspects of the war."

In the base hospital course visits were made to many hospitals, including McLean, the Peter Bent Brigham, the Massachusetts General, and the Naval Hospital at Chelsea. One afternoon was spent in working at the Dispatch Office at the Widener Library, and a whole day in a tour, via the "Royal Blue" automobile to Ayer, to see the Camp Devens Library and Base Hospital Library in action.

JUNE RICHARDSON DONNELLY.

#### CARNEGIE LIBRARY SCHOOL

Students were required to attend the sessions of the library department of the National Education Association at its annual convention held in Pittsburgh, June 29-July 6. Attendance at other sessions of the conference was optional and many of the students availed themselves of the privilege of hearing the distinguished speakers of the day.

Beginning July 1 students were scheduled in the summer playgrounds and recreation parks of Pittsburgh for practice work in the distribution of books and in story telling.

Examinations were held in home libraries, adult book selection and library work with schools, June 29, July 6, 13, respectively.

The closing exercises of the School were held Saturday morning, July 27, in the Library School.

SARAH C. N. BOGLE, *Principal.*

#### ST. LOUIS LIBRARY SCHOOL

The first graduating exercises of the St. Louis Library School were held in the main auditorium of the school on Friday morning, June 7, at 10 a. m., before a representative gathering of the school faculty, the library staff, relatives and friends of the class of 1918, and citizens of St. Louis.

Dr. Arthur E. Bostwick presided, as director of the school, and after a few introductory words, presented Prof. Roland G. Usher, of Washington University, author of the well-known books on "Pan-Germanism" and "Winning the war," who delivered the graduation address on "The public library and the national crisis." Prof. Usher's speech was noteworthy as an appreciation of public libraries and their work from the

standpoint of a historical scholar. He drew a striking picture of the contrast between German and American ideas of education and organization, and showed how the library, especially in its American conception, is an essential element in the realization of our own ideals and hence in the winning of the war.

At the close of the address, Dr. Bostwick presented each member of the graduating class—thirteen in all—with her certificate, after which the members of the class received their friends in the school room.

The names of the graduates with their assignments are as given below:

Sofia Louise Assmann, circulation department, St. Louis Public Library.  
 Asenath Winslow Barnes, Public Library, Mason City, Iowa.  
 Lucille F. Budner, catalogue department, St. Louis Public Library.  
 Gertrude Bryan Davis, Public Library, Muskogee.  
 Margaret Wilcox Donan, children's department, St. Louis Public Library.  
 Nina Edith English, catalogue department, St. Louis Public Library.  
 Janet Lang Hannaford, reference department, St. Louis Public Library.  
 Annaill Huning, catalogue department, St. Louis Public Library.  
 Evelyn Marie Jackson, reference department, St. Louis Public Library (temporary).  
 Norma Marie Klinge, stations department, St. Louis Public Library.  
 Bonnie Lucille Moore, open shelf department, St. Louis Public Library.  
 Mary Alice Rodgers, University of Missouri Library, Columbia.  
 Elizabeth Lu Wagenbreh, catalogue department, St. Louis Public Library.

Miss Wagenbreh intends to enter the University of Wisconsin in the coming autumn.

ARTHUR E. BOSTWICK.

#### LIBRARY SCHOOL OF THE LOS ANGELES PUBLIC LIBRARY

The alumni of the Los Angeles Library School entertained the class of 1918 and the faculty at a picnic at Sycamore Grove, June 26. New officers elected at the business meeting are Mrs. Emilie T. Jackson, president; Eloise Carwyle, vice-president; Van Tyne Smith, secretary; Cosby Gilstrap, treasurer.

A summer course to prepare for the position of junior attendant in the Los Angeles Public Library is being given by the Library School. This is a new grade of service, planned to relieve the senior attendants of some of the clerical work. Stress has been laid on efficiency and professional ideals, especially in relation to the circulation and registration departments. Classification, book numbers, bibliographical form and the elements of cataloging have been taught as fully as time allowed. The instruction in cataloging covered fundamental principles, shelf-listing, order and use of L. C. cards and alphabetizing. A

special lecture on "The library and food conservation" was given by Mrs. Frances M. Carlton-Harmon, a member of the State Council of Defense, and a trustee of the library. Other lectures were given by members of the staff on the Los Angeles library system, the opportunity of the library, history of books, books and reading, so that these assistants would have a broad view of the work of the library as a whole, altho working in clerical positions.

The practice work has been planned to give the girls an opportunity for patriotic work as well as to learn library methods. The students have organized and cataloged by author and subject a part of the pamphlet collection of the Council of Defense. They have made and mimeographed lists of patriotic books for children, and readable lists of books for the base hospital library at Camp Cody.

The climax of the course was a practical demonstration of their knowledge of the rules and regulations in a play of three acts showing the work of the charging, receiving and registration desks. This delineated amusingly the foibles of library patrons and the courtesy needed by attendants in enforcing the rules.

Dorothy Dobbins, 1918, has been appointed assistant in the Santa Monica Public Library.

Genevieve Kelly of the class of 1918, has been appointed teacher-librarian in the Corcoran High School.

MARION HORTON.

#### RIVERSIDE LIBRARY SERVICE SCHOOL

The Riverside Library Service School, summer session, opened with 27 students enrolled.

Three courses are offered this summer—the general course, the advanced course, and the camp libraries course. The advanced course is for the benefit of candidates for credentials from the California State Board of Education for high school library positions. The camp libraries course is offered for the preparation of candidates for positions in camp libraries. About seventy-five inquiries were received altho the advertisements gave less than a week of publicity before the opening of the school, June 24. Three were admitted June 24 and others admitted July 8. The candidates submitted unusual schooling and business preparation.

Both the camp library and the other students will have opportunity to view the library service at March Field, the aviation camp near Riverside. The library service at March Field is now operated in the Y. M. C. A. Hut and about 5000 volumes are available. Technical books were furnished by the American

Library Association. The books are very well selected and the men at the aviation camp are loud in their praise of the A. L. A. Mr. Ludden and Mr. Wesson, now in charge of the Hut, have entered into the spirit of this library service and are doing excellent work for their men and for us.

Alice Butterfield, acting librarian of the Girls' High School, Riverside, is a member of the teaching force of the summer school at Riverside, 1918.

Edris Powlison, Riverside 1916, now a student at Pomona College, is also a member of the Riverside Public Library staff during the summer.

JOSEPH F. DANIELS.

#### CALIFORNIA STATE LIBRARY SCHOOL

Hazel Askey, assistant in the Siskiyou County Free Library, spoke to the class June 3 on the delights of library work in a primitive community.

June 14 was the closing day of the school year. Eleven students were graduated, each receiving the certificate of graduation, and the special credential in library craft, technique and use, issued by the State Board of Education and required for a high school library position. One of the students, Alice Moore, is also eligible for a high school teachers' certificate, having taken the Library School course as required fifth year work.

At the examination conducted by the Board of Library Examiners in Sacramento, June 14 and 15, the following graduates qualified for positions as county librarians: Mabel Coulter, 1914, and Estella De Ford, 1915, raised their certificates from second to first grade; Lenala Martin, 1914, Eunice Steele, 1916, and Marion Morse, 1917, received second grade certificates.

Positions have been secured by the following students:

Beatrice M. Brasfield, assistant, State Library.  
Edith Edinburg, assistant, San Bernardino County Free Library.

Mildred D. Kellogg, assistant, State Library.  
Algeline M. Marlow, assistant, Ventura County Free Library.

Alice Moore, librarian, Standard Oil Company Library, San Francisco.

Bess M. Ranton, assistant, Stanislaus County Free Library.

Hazel Meddaugh was married June 11 to Lieut. Ray Jackson Heffner of the U. S. Army, at her home in Stockton.

On the first of August, Belle Robinson began work as assistant at the Tuolumne County Free Library, Sonora, Calif. Tillie de Bernardi will begin on October 1st as assistant in the Siskiyou County Free Library, Yreka, Calif.

On July 13, Rosamond Bradbury was married to Joseph de Lindeth Waithman.

The class for the coming year, consisting of fifteen members, will begin work on Wednesday, September 18.

MILTON J. FERGUSON.

#### Reviews

##### LIBRARY IDEALS

LEGLER, HENRY E. Library ideals. Chicago: Open Court Publishing Co. 78 p.

Looking out with strong vision upon the world for which the library exists, Mr. Legler in these addresses records with enthusiasm what he sees to be the library's rôle in it.

In a country where even to-day only one person in five receives a high-school education, the public library must be an aid to the material progress of the individual and a cultural influence thru the individual. In the chapter entitled The world of print and the world's work, is traced the progress of the printed page from the invention of printing by movable types, thru the establishment of the first free public school and of the first free public library, beyond the phenomenal achievements which are already ours to the day when true democracy shall have come to be an actual fact—"when the local government will be by quasi-public citizen organizations directing aldermen and state representatives to register their will."

But so long has education consisted in learning by rote that the teachers themselves, brought up in the old way, have difficulty in teaching the use of the book. It is therefore for the library to go into the schools, to send traveling libraries and traveling librarians to teach book methods, and to use the story hour, the picture play or any other instrument which suggests itself to bring to the growing boys or girls a love of reading, a genuine desire for absorbing the vital forces of life which literature images.

The cities have been reached, the schools are being reached. But in the work of popular education it is after all not the few great libraries but the thousand small that may do most for the people. To the traveling library, Mr. Dewey's solution of how to give country people access to collections of books, selected by experienced and educated buyers and renewed at will, is devoted a chapter showing what has been accomplished and what remains to be done so that hill folk, miners, lumbermen, fishers and farmers may be reached by fresh literature.

Statistics showing the widening of the library field have been compiled and published; Mr. Legler's analysis of these figures gives life to the facts which they represent.

The book, composed mainly of addresses delivered before meetings of librarians, has been compiled and edited by the author's son, H. M. Legler, "to convey the purposes of the addresses to the friends who like to remember the mind out of which they grew." It is well that, in this tasteful form which would have pleased the author, they should now be made available to a larger circle—to teachers, students of social science and the general reader interested in and contributing to the greater to-morrow that's on its way.

ELEANOR F. DUNCAN.

*Mr. CERTAIN'S REPORT SEEN FROM TWO POINTS OF VIEW*

Standard library organization and equipment for accredited secondary schools of different sizes. Report prepared by C. C. Certain, chairman of committee on library organization and equipment, North Central Association of Colleges and Secondary Schools.

Adopted by the North Central Association of Secondary Schools and Colleges, March, 1918.

Adopted by the National Education Association at its Pittsburgh meeting, July, 1918.

I

This is an entire revision of the tentative report submitted by Mr. Certain in 1917. Many of the defects of that report have been remedied in this. A notable instance of revision is the prominence given to the junior high school and the small high school at the beginning of the report. A serious criticism of the older report came from state supervisors of school libraries and state inspectors of high schools who felt that the report should not open with the needs of the large city high schools, as the great majority of high schools in all states are of an enrollment of less than 500 pupils. Another criticism was that the junior high school should not be placed at the very end of the report where it might fail to reach the school superintendents interested in this new form of high school. It seemed particularly important that this new type of high school which is being started all over the country and which has no traditions to hinder the development of its library, should have a standard type of school library from the very beginning.

The most outstanding feature of this report is the emphasis placed upon professional training for the librarian in the high school,

whether large or small. The teacher in charge of the library in even the smallest rural school should, according to this report, have at least a six weeks' course in modern library methods. It is of the utmost importance now that the American Library Association's committee on library training should standardize a six weeks' course in library methods so practically the same ground may be covered in all these courses for teacher librarians throughout the country. It would be well if some standard outline such as Miss Martha Wilson's "Manual of school library management" might be used in all six weeks' or short courses for teachers in charge of school libraries. This Manual for school library management is based upon years of experience which Miss Wilson has had in giving just such courses to teachers in charge of small school libraries in Minnesota. It represents what has actually been accomplished in a six weeks' course and takes up in a practical way the problems which face the teacher as she begins work in the school library.

Everywhere in Mr. Certain's report emphasis is laid upon the importance of securing wherever possible even in the small high schools the full time trained librarian who can devote her thought to the school library and be in the library the whole school day. A librarian who is a graduate from a recognized library school of at least a one-year course is urged upon all schools of 500 pupils and more, and a staff of two or three library school graduates in the larger high schools. The report stands for a faculty position for the librarian and recognition of her work as educational rather than clerical or merely technical. It recommends that the librarian's salary be at least equivalent to that paid the teacher of English and in schools organized into departments the librarian should be recognized as head of department and have the same salary granted to heads of other departments. This has already been done in some colleges and universities and it is placing the librarian where she belongs when one considers the constructive educational work which the right kind of librarian contributes to the school. This recommendation is based not merely on theory but on what has actually been done in the Schenley High School of Pittsburgh.

Emphasis is also laid upon the necessity of a trained librarian as organizer and supervisor of the school libraries of a state. This is the only sure way of putting all the school libraries on an efficiency basis. Miss Martha Wilson of the State Education Department of

Minnesota has demonstrated what such a state supervisor can do for the schools. In her visits to all the schools of the state, her personal advice to teacher librarians in their work, her advice to school superintendents and principals, her courses given both summer and winter in connection with the State Library Commission and University of Minnesota, and in her ability to help school superintendents select for their high school libraries the best possible candidates for personal work with high school pupils from the many graduates of library schools, she has shown what an asset it would be to any state education department to have such a supervisor. She proves that Mr. Certain's recommendation for the trained supervisor in every state is not simply a happy dream of what might be, but a real need based upon what one state has gained. In Minnesota the whole body of normal, high and elementary school libraries has been brought up to modern library standards as in no other state in the union.

This report emphasizes in addition to trained library service in the high school the importance of a large and attractive and well equipped reading room with open shelves, vertical file, bulletin boards and all that makes the modern public library so much alive. It stands for adequate annual appropriations for books, librarian's salary and maintenance and urges the importance of adding new books constantly and having ample funds for subscriptions to periodicals. Definite suggestions are made as to room and equipment and the report refers to the best material in print on this subject which will help architects and school superintendents in planning new buildings. It emphasizes the importance of having the room planned and equipped by a trained and experienced librarian and suggests appointing the trained librarian before planning the building or calling upon the state library commission or nearest public library where expert advice can be obtained.

The duties of the school librarian are fully outlined and emphasis is laid upon her teaching function,—definite statements are made as to what she should teach high school students concerning the care of books and the use of books and libraries,—the report does not recommend technical training in cataloging and library economy for vocational purposes.

Everywhere in the report emphasis is laid upon the necessity of close co-operation with the public library and preparation of students to make the fullest possible use of it after they finish their high school course.

The report has been submitted to leading educators, librarians and architects for criticism and many of their letters are printed as an introduction. It has received a warm welcome from educational leaders, and librarians in all parts of the country can do much to help make the report known to their school superintendents and high school principals. They can help in seeing that new buildings have proper school library rooms and that school superintendents have help in the selection of proper librarians for their high schools. State library associations and commissions can do much to make the report known, working especially for the appointment of trained school library supervisors in all states. If the state department of education has not reached the place where it can appoint such a supervisor there might be such co-operation in school library supervision as in New Jersey where the State Library Commission aids the schools, or in Oregon where the State Library has done so much to standardize the school libraries of the state.

MARY E. HALL, *Librarian,  
Girls' High School, Brooklyn.*

## II

This report on "Standard library organization and equipment for accredited secondary schools of different sizes" should do much to advance high school library standards throughout the country. It has wide criticism and expert handling and can be depended upon by communities organizing high school library work. It is unnecessary to say that all reports of this nature must be constantly revised, but such a careful survey is an excellent foundation for future development.

The recommendations for senior high schools are based on some years of practical experience. The junior high school problem is more or less theoretical as it is a new venture in education. For this reason there will probably be more radical development and revision in this section than elsewhere.

The tendency in the senior high school has been more and more to make the library an attractive place and to give the pupils all possible freedom to exercise individual reading tastes. Teachers of English are free to say that the English class has failed to produce love of reading, but with the modern high school library as a laboratory, they see new possibilities.

This work, which is becoming so important in the senior high school, should be the keynote of the junior high school library. The demands of the technical and routine work of the school are small. The whole business of

the library in such a school is to present the world of reading attractively to the boy and girl at an age when they are most impressionable. It is not until a child has had an opportunity to learn the pleasures of reading, that the more detailed reference and research uses should be taught.

With this conception of the junior high school library, I question the advisability of insisting on normal school graduation as a requisite of the librarian. A real knowledge of the contents of books and the ability to make them attractive to children must belong to the junior high school librarian. Such qualifications are not dependent on normal school training.

"The work of instruction in the use of books and libraries" should be much simplified in the junior high school and considered as distinctly subordinate to the encouragement of the ability to read with pleasure.

As to transferring reading records of the individual pupils from the junior to the senior high school librarian, I should prefer personally gaining a knowledge of pupils' reading without a previous record to bar the freedom of expression from the pupil and the formation of opinion by the librarian. This point is, of course, debatable, with advantage to both sides.

In selection of books both for junior and senior high schools, I should emphasize the importance of edition and illustration. Whether for good or evil, in these days of moving pictures and illustrated teaching, books must be made attractive to the eye, if children are to read them voluntarily.

I should heartily endorse the need of a contingent fund for book purchasing instead of the customary yearly purchase. In these times especially, it is almost unpatriotic for a school library not to be able to supply the current book material when published.

All thru the report, the importance of connecting the school library with the public library is emphasized. No phase of the work is more important or more destined to increase in importance. Sometimes successful co-operation is hard to accomplish, and no wonder, when the public library and school library each expect to present themselves just as they are and have been for years past, to take part in this new educational work. No up-to-date high school library can direct its pupils to such antiquated, uninformed institutions as some of our public libraries. On the other hand, our best modern public libraries have no basis of co-operation with the old, stiff, study-room type of school library.

The committee presenting the report has made a good beginning. Here is the field of the high school library broadly presented. The board of education in each community should consider its application to their peculiar situation. Every public library should immediately prepare itself to assist in this work which so clearly presents the public library to the people of the community as an important part of the educational and community life.

Already co-operative work has been well started, most notably, perhaps, in Pittsburgh with the new Schenley High School. The high school library is a model in physical equipment; has an excellent staff, with the librarian ranking as head of a department; and the public library and the board of education jointly administer the room. Here co-operation is authorized and enforced, but where such administration is not possible, there is still a large field for using the school and public library as complementary educational institutions. Failure to do this is a reproach to both.

MABEL WILLIAMS.  
*Assistant Supervisor of Work with Children,  
In Charge of Work with Schools,  
New York Public Library.*

### Librarians

ANDERTON, Dorothy, Library School of the New York Public Library, 1914-15, has given up her place in the circulation department of the New York Public Library.

ARNEY, Mary, University of Washington Library School 1918, serving temporarily as assistant in the loan department of the Tacoma Public Library, was appointed to the permanent staff of that department beginning Aug. 1.

AUSTIN, Ethel Winifred, since 1906 the secretary and librarian of the National Library for the Blind in London, died in that city on May 17, following an operation. Largely to her energy and enthusiasm are due many of the improvements in service to the blind, including the reduction of postage to 1d on books for the blind; the organization in 1913 of the Federation of Libraries for the Blind, with the National Library as clearing house, and the generous gifts from the Carnegie United Kingdom Trustees and other sources which have provided the present quarters of the library in Tufton Street, Westminster, and have largely increased its resources in books and music.

BALL, Sarah B., who left the library of the United States Rubber Company last April following the sudden death of her mother, is living with her father in Detroit, Mich.

BELL, Dorothy, Simmons 1916, is installing a filing system for the New Jersey Board of Public Utilities Commissioners in Newark.

BRALEY, Esther, who has been given a year's leave of absence from her duties as librarian at Western Normal School, in Kalamazoo, Mich., left in July for New York. Miss Braley will spend the coming year in France doing reconstruction work under direction of the American Committee for Devastated France.

BRANDENBURG, Prof. S. J., librarian of Miami University, was granted leave of absence on June 17, to enter upon the work of organizing county and community councils for the Ohio branch, Council of National Defense.

BRYANT, Janet, of Kirkwood, Ill., formerly a student at Northwestern University, and a graduate last spring from the Pratt Institute Library School, has been appointed children's librarian in the Wichita (Kan.) Public Library.

CAHOON, Katharine, California State Library School 1917, has resigned her position as assistant in the Madera County Free Library to accept a similar position in the Yolo County Free Library, Woodland, Calif.

CLATWORTHY, Linda M., who has been devoting the past two winters to special bibliographic work for the Washington State College Library, has finished her engagement and returned to her summer home in Estes Park, Colorado. After October she will be available for other engagements. During her stay in Washington Miss Clatworthy completed the "Bibliography of food economy for the housewife," also one on the "Conservation of textiles and clothing," now in press.

CLOWE, Virginia B., California State Library School 1917, was married July 16 to Lieut. James S. Bullis.

COLEMAN, Louise, University of Washington Library School 1918, has been appointed assistant in the University branch of the Seattle Public Library.

CONANT, Genevieve, New York State Library School 1913, and head cataloger in the Brookline, Mass., Public Library since August

1913, was married June 11, to William Lewis Curtis. Mr. and Mrs. Curtis will live in Bradford, Pa.

CONDELL, Lucy, Library School of the New York Public Library, 1915-16, (Drexel, 1904) is now a file clerk for the United States Port Supply, New York City.

CORBETT, Helen, University of Washington Library School 1918, has taken the position of assistant in the Ballard branch of the Seattle Public Library.

COTTING, Sarah E., librarian of the Marlboro (Mass.) Public Library, died in that town July 13. She had been librarian for 36 years.

CRISWELL, Clare, resigned from her position as assistant in the Tacoma Public Library Aug. 1.

CROOKS, Muriel A., Library School of the New York Public Library, 1916-18, has left the staff of the circulation department of the New York Public Library to become an assistant in the New York Dispatch Office of the Library War Service.

CUTTER, William Richard, historian, genealogist and librarian-emeritus, died June 6 at his home in Woburn, Mass. He was born in that city on Aug. 17, 1847. He was educated in public schools and at Warren Academy in Woburn and at the Norwich, Vt., University, now located at Northfield, Vt., and known as the Military College of the State of Vermont. He was also a student at Sheffield Scientific School (Yale), and received the degree of A. M. from the university in 1893. Mr. Cutter was librarian in Woburn from 1882 until 1909, when he was made librarian-emeritus.

DERHODES, Hazel, Simmons 1917, is assistant in the University of Maine Library.

DEVENEAU, George A., who has been librarian of the College of Agriculture at the University of Illinois, has resigned to accept a position with the U. S. Boys' Working Reserve in Washington.

ESTES, Grace W., a graduate of the Wisconsin Library School and subsequently assistant in the Janesville (Wis.) Public Library, has taken the position of librarian of the Antigo (Wis.) Public Library, beginning Aug. 1.

GILFILLAN, Emily M., New York State Library School 1914-15, sails for China in

September to become librarian of the Union Medical College at Peking. Since September, 1915, Miss Gilfillan has been connected with the Rockefeller Foundation Library in New York City.

**GODWIN**, Mrs. Winnifred, formerly librarian at Monrovia, Calif., has been appointed to a temporary position in the circulation department of the Tacoma Public Library.

**Goss**, Edna L., B.L.S. Illinois 1902, who has held the position of head cataloger in the University of Minnesota Library more than four years, has resigned her position and, after some months of rest, has accepted a position in the catalog department of the Leland Stanford Junior University Library, beginning September 1.

**GREENI**, May, B.L.S. New York State Library School 1915, was married on June 29 to Benson H. Paul at Albany, N. Y.

**HAHN**, Marie, assistant librarian at Antigo, Wis., has resigned to enter the Training Class for Children's Librarians in Cleveland.

**HENRY**, Elizabeth, University of Washington Library School 1918, will begin work Oct. 1 as assistant in the Yesler branch of the Seattle Public Library.

**HITCHCOCK**, Jeanette, University of Washington Library School 1918, has been appointed to a position in the circulation department of the Tacoma Public Library beginning June 1.

**HORR**, Doris, University of Washington Library School 1918, has taken a position as assistant in the circulation department of the Seattle Public Library.

**HOWELL**, Elizabeth B., formerly on the staff of the Buffalo Public Library, has been appointed librarian of the Missoula (Mont.) Public Library.

**HUMISTON**, Alice, Simmons 1911, has an appointment as catalog and index clerk in the civilian personnel section of the Ordnance Bureau, Washington.

**HUMPHREY**, Mary Brown, librarian of the library branch in the Girls' High School of Louisville, Ky., has resigned to accept a position with the State College Library at Pullman, Wash.

**JOHNSON**, Ethel, Simmons 1911, is at present executive secretary of the Congressional suffrage committee, Boston, Mass.

**JUDKINS**, Agnes F., Tufts 1906, and graduate of the supplementary year for college graduates at Simmons, was appointed on July 16 to the staff of the Union Square branch of the Somerville (Mass.) Public Library.

**KOBETICH**, Mary, University of Wisconsin Library School 1918, has been appointed assistant in the reference department of the Seattle Public Library and began her work in August.

**LEITCH**, Harriet, librarian of the Yesler branch library, Seattle, has been granted a year's leave of absence and will be librarian of the A. L. A. Dispatch Office at Newport News, Va., beginning in September. Her position at the Yesler branch has been filled by the appointment of Mrs. Mabel (Smith) Williams, University of Wisconsin Library School, and until recently librarian of the Olympia (Wash.) Public Library.

**MCGEE**, John P., assistant librarian of the Marlboro (Mass.) Public Library for fifteen years, has been elected librarian to succeed the late Sarah E. Cotting.

**MEIGS**, Avis F., Carnegie 1917, is assistant in the University of Chicago Library.

**MILLER**, Mrs. G. L., who has been in charge of the library of the Forestry Service in Portland, Ore., has been transferred to the Engineer Office of the War Department in the same city and is not now doing library work.

**NOLTE**, Claire, of Davenport, Iowa, has been appointed assistant librarian in the Antigo (Wis.) Public Library.

**OLSCHEWSKY**, Johanna L., Library School of the New York Public Library, 1914-16, formerly an assistant in the circulation department of the New York Public Library, is now connected with the Red Cross Institute for Crippled and Disabled Men, New York City.

**PATTERSON**, Edith M., children's librarian at the Fond du Lac (Wis.) Public Library, has accepted a position on the staff of the Cleveland Public Library and will assume her new duties in September. Miss Patterson's resignation at Fond du Lac becomes effective August 15.

**PECKHAM**, Ellen Wheelwright, Carnegie 1917, was married June 23, 1918, in East Orange, N. J., to Francis O'Loughlin Killorin, assistant naval constructor, United States Naval Reserve Force.

PLIMMER, Hilda M., University of Washington Library School 1918, has entered upon her duties as assistant at branch headquarters, Seattle Public Library.

RAYMOND, Mary, Simmons 1916, is assistant in the catalog department of the Carnegie Library of Pittsburgh.

REESE, Rosette, has resigned as librarian of the Antigo (Wis.) Public Library to enter the Training Class for Children's Librarians in Cleveland.

SHAW, Alfred Capel, formerly chief librarian of the Public Libraries in Birmingham, Eng., died there June 27, after a long illness. In 1878, Mr. Shaw was appointed on the staff of the Central Lending Library at Birmingham; in 1887 he was appointed deputy chief librarian, and in 1898 he succeeded J. D. Mullins as chief librarian, which post he held until his retirement in 1912.

SPOFFORD, Mrs. Lucinda F., branch librarian of the West Somerville branch of the Somerville (Mass.) Public Library, has resigned to accept the position of librarian of the Attleboro (Mass.) Public Library. Mrs. Spofford takes charge September 1.

STODDARD, Grace, has resigned the librarianship of the Public Library at Missoula, Mont., and has returned to her home in Winchester, Mass.

THAYER, Ethel, children's librarian at the Public Library in Wichita, Kan., has resigned, the resignation taking effect Sept. 1. Miss Thayer was the first children's librarian in Wichita, going there shortly after the opening of the new building. She was instrumental in forming the Wichita branch of the National Storytellers' League last year.

TURNER, Ethel, Simmons 1903-05, has been appointed assistant in the Massachusetts State Library.

TYLER, Miriam, assistant librarian of the John Marshall High School in Richmond, Va., was married to Dr. Edwin Paul Kennedy, a lieutenant in the Medical Reserve Corps, United States Army, on July fourth, at her home in Richmond.

VAN DER LIPPE, Kathinka I., Wisconsin Library School 1917 and Cleveland Training Class for Children 1917-18, has been appointed children's librarian of the Columbia branch library, Seattle, and will begin her work in September.

VAUGHN, Mrs. Ella R., assistant in the Wichita City Library, who has been away on leave since June 1, has resigned. Her position has been taken temporarily by Helen Neighbors of the Hutchinson (Kans.) Public Library.

WARRICK, Ruth E., has been appointed head cataloger in the Public Library at Wichita, Kan. This position has been recently created. Miss Warrick is a graduate of a Nebraska college, and of the Library School of Simmons College, Boston. The past year she has been an assistant in the New York Public Library.

WEBBER, Vivian B., for several years in charge of the reference desk in the Lynn (Mass.) Public Library, has resigned to take a long rest and may enter the government service in the fall.

WEST, Elizabeth H., has resigned her position as librarian of the San Antonio Public Library to become state librarian and secretary of the Texas Library and Historical Commission. She will take charge on Sept. 1, when the resignation of the present state librarian, C. Klaerner, becomes effective. For the first time in the history of Texas government there will be two women in charge of departments in the State Capitol; these two women will be closely associated in their work, for Annie Webb Blanton, the nominee for state superintendent of public instruction, will on her induction into office become an ex-officio member of the Texas Library and Historical Commission, of which Miss West is to be secretary.

WIDGER, Clara J., an assistant in the Lynn (Mass.) Public Library, has resigned to take a position with the Ordnance Bureau in Washington.

WILSON, Louis Round, librarian of the University of North Carolina, is joint author with Lester Alonzo Williams of an account of the very interesting bureau of extension in that institution, which has been published by the Federal Bureau of Education as Bulletin, 1918, no. 7.

WINSLOW, Mary E., Library School of the New York Public Library, 1913-15, has resigned her position in the circulation department of the New York Public Library.

WORDEN, Ruth, of the Buffalo Public Library, has been appointed county librarian in Missoula, Mont.

## THE LIBRARY WORLD

### New England

#### MASSACHUSETTS

*Boylston.* The will of Alvin S. Dearth of Shrewsbury, recently probated, contains a bequest of \$500 to the Boylston Public Library.

*Cambridge.* It is announced that the entire library of Daniel Butler Fearing, who died recently at Newport, R. I., is to be presented to Harvard University under the terms of his will. The Widener Library at Harvard already houses two of Mr. Fearing's collections of books, the Persius collection, assembled by Mr. Fearing and the late Prof. Morris H. Morgan, and the Fearing collection of books on angling. The latter consists of more than twelve thousand volumes in twenty languages, including a full representation of editions of Izaak Walton. A collection of whaling implements, whaling prints and whaling pictures is to be given to the Boston Museum.

*Hancock.* An unsuccessful effort was made recently by some residents of Hancock, to have a special town meeting called to rescind the town's favorable action on accepting the provisions of the will of the late Miss Jennie Taylor of Hancock, whereby a memorial library building was to be erected in the town on a lot given by the testatrix. Funds to defray the cost of the building were also set aside in the will. It is believed that the matter has now been dropped.

*Lynn.* It is planned to open the new Wyoma branch of the Public Library Sept. 1, provided the furniture and other equipment can be secured in time. Because of the lack of an appropriation to purchase books and prepare them for the new library, it has been necessary to provide books for the start of the branch by other means.

*Westboro.* By the will of the late Elmer P. Howe, the trustees of the Westboro Public Library have been left \$500 without restrictions. Mr. Howe was a liberal contributor to the library while living and his contributions of reference books have been given a special book plate.

#### RHODE ISLAND

*Providence.* Under the auspices of the library division, the annual session of the Rhode Island State Board of Education began its conservation campaign at the State Normal School July 30. Many devices for

diffusing intelligence in regard to food saving were on exhibit in the building. Instruction and practice work were given the 28 librarians and public school teachers from all over Rhode Island, who registered for the two weeks' session.

#### CONNECTICUT

*Bridgeport.* With the opening of two new branches in the North End and in East Bridgeport, comes the request for two more branches in the West End and East End, where residents have pointed out that they are quite as far from the Public Library as the people living near the newly opened branches. The establishment of the additional branches is advocated by the librarian, Henry N. Sanborn.

*New Haven.* Speculation as to the disposition of the \$15,000,000 which John W. Sterling left to Yale continues, but it is believed that a large part of the funds will be devoted to the erection of a great new library. There has been, to be sure, no official announcement of plans, but it is a fact that the library problem is one which has been bothering Yale for some time. Now it seems not at all unlikely that a splendid library will be erected as a memorial.

### Middle Atlantic

#### NEW YORK

*Buffalo.* The Index Service Company, publishers of *Collectors' Review and Digest*, has quite an extensive philatelic as well as a general hobby library. On special requests the owners will be glad to send certain numbers and volumes out on short time loan, tho they would prefer not to make the practice general until they are able to complete their index.

#### PENNSYLVANIA

*Chester.* The will of the late George B. Lindsay, recently probated, designates that his entire estate be left to the jurisdiction of three trustees, William B. Harvey, George M. Booth and John A. Poulsen, members of the Delaware county bar and close friends of the deceased lawyer. The major part of the money is to be used for building a law library, free to the people of Chester. The fund will be ample to erect a building that will be a credit to the city and to equip and maintain it for all time. The will specifies that the institution be known as the "Lindsay Law Library," and that it is to be managed by a corporation, also outlined in the will.

*Corry.* It is planned to open the new Public Library on Wednesday, Sept. 4.

*Harrisburg.* After being closed for nearly two months, the Public Library was reopened Aug. 1.

### South Atlantic

#### WEST VIRGINIA

*Charleston.* The Charleston Public Library has extended its quarters by opening up the wall between its present quarters and the room formerly occupied by the Standard Heating & Plumbing Co.

#### GEORGIA

*Atlanta.* A collection of books on the British Isles has been given to the Public Library by Dr. Patrick H. Mell.

*Macon.* Work on Macon's new public library, donated by Mrs. Ellen W. Bellamy and to be known as the Washington Memorial Library, is to be started shortly. The contract was awarded some time ago, but because of the unsettled conditions the work was delayed. However, the need for the library has become so great that it has been decided to proceed with the work and the first step in that direction has been the securing of a building permit. The cost of the building is given as \$46,000.

#### ALABAMA

*Birmingham.* The hope of the negroes of Birmingham for a library of their own is about to be realized. The Birmingham Public Library Board, at a special meeting, has authorized the establishment of a colored branch in the near future. The library will be established in the heart of the colored district in a store or other suitable building. The negroes of the city collected a sum of money some time ago for books and with a part of this the initial stock will be purchased. It is hoped that these volumes will be supplemented by gifts on the part of citizens. Mattie Hurd, of Birmingham, will be librarian of the colored branch. She has recently completed a course of training at Louisville, Ky.

### East North Central

#### MICHIGAN

*Eaton Rapids.* Former Mayor Charles S. Horner has presented to the library board a deed for two lots adjoining Red Ribbon hall on South Main street, to be used as a site for the proposed new Carnegie library.

#### INDIANA

*Milton.* The Washington township branch of the Cambridge City library was opened

July 2 at Milton in the room in the bank building. All the people of Milton and Washington township will have access to the branch here and also to the main library in Cambridge City. Branch libraries will be maintained in each district while the schools are in session.

#### ILLINOIS

*Chicago.* Newspapers of the city report the decision of Charles E. Frazier and Joseph P. Geary, two members of the city civil service commission, that Alexander J. Johnson, a member of the city civil service commission and a Thompson appointee, is eligible for the post of assistant librarian at the public library, made vacant by the promotion of Carl B. Roden to the librarianship. Mr. Johnson resigned his commissionership several months ago to take the librarian's examination, but went back to the position after the list was posted, showing him to be in the fourth place. Since it has been decided to fill the assistant librarianship from the librarians' list, and since it is not expected that either Mr. Perry or Mr. Hadley, who precede Mr. Johnson on the eligible list, will accept the position, it will then be offered to the latter. Officials of the City Club have asked the commission to abandon this plan of selecting an assistant librarian, stating that there is some question as to the legality of the commission's right to select an assistant from the list for the higher position.

*Springfield.* The Lincoln Library has branches in twelve of the city schools, and in the five schools housing the Red Cross auxiliaries the libraries are being kept open all summer for the use of children who accompany their mothers.

*Urbana.* The formal opening of the new Samuel T. Busey Library was held Monday afternoon, July 8, and Tuesday evening, July 9. One room of the new library building has been set aside for the purpose of keeping relics and important papers which had to do with making the history of Champaign county. In this room will be placed the library which was owned by Judge J. O. Cunningham, which contains about three thousand volumes.

### West North Central

#### MINNESOTA

*Hibbing.* The Hibbing Public Library, rebuilt and greatly enlarged at a cost of \$80,000, is an edifice of which any city might well be proud. It occupies the southwest corner of Third Avenue and Mahoning Street, and is

75 x 125 feet in size. The front and trimmings are brick stone, the walls of pressed brick. Built to surround the walls of the former Carnegie Library, the new building bears on a stone set into the foundation of the main entrance the simple inscription, "Dedicated to the people of Hibbing." The basement floor is six feet above the level of the street. It contains a men's reading room which has been used for the surgical dressings department of the Hibbing Red Cross, a clubroom, a rest room, a kitchenette complete with linen and stores sufficient to serve 100 persons and auditorium having a seating capacity of 250. The auditorium has been converted into a department for the hospital supplies. The first floor contains the children's department, and the one reserved for adults. To the southwest of the main entrance is the staff room, with work room and kitchenette. At the northwest corner is a magazine and newspaper room. The foreign book department occupies a large section, which is in almost constant use. All of the walls have been decorated by E. C. Rosenkrans of Duluth. The chief painting represents the attributes of Minnesota, "Power, Justice, Prosperity and Religion," denoted by heroic female figures. Another central figure shows "Wisdom," who receives and preserves to the use of man the knowledge brought to her by art and industry.

*St. Paul.* The Public Library has just received gifts of the libraries of the Upper Mississippi River Improvement Association and of the late Thomas Wilkinson, president of the association. The combined libraries contain approximately one hundred and fifty bound volumes of engineering data, reports of technical societies, Federal, State and city documents, and about six hundred pamphlets dealing with all phases of river improvement. A collection of maps, blue prints, newspaper clippings and photographs are included in this gift, together with a considerable correspondence with engineers of national reputation, members of Congress, representatives of civic associations, manufacturers, and wholesale dealers. This addition gives the library one of the most complete collections on inland waterway data in the Middle West.

*St. Paul.* At a special meeting of the Library Council August 9, resolutions were passed providing for the adjustment of the library's administration so as to provide for the systematic instruction of both junior and senior assistants who are devoting full time

to library service and who expect to continue in the work for at least one year. Admission to the training class is to be based partly upon the candidate's staff record and partly upon examination; and promotion in these lower grades will be based partly upon the assistant's staff record and partly upon her record as a member of the training class.

#### NORTH DAKOTA

*Bismarck.* Bismarck today has a real city library. When the Commercial Club was reorganized in 1915 one of the first acts of the president was to name a library committee which immediately entered into correspondence with the Carnegie Corporation in an effort to secure a building. When the grant of \$25,000 was made, on the usual conditions, enthusiasm increased and a campaign for books was made, resulting in the collection of about 2,000 volumes. These were temporarily arranged in the rooms of the Commercial Club and formally opened to the public Feb. 22, 1916. In the spring of 1916, when the taxpayers had an opportunity to vote on the acceptance of the Carnegie gift and the appropriation of \$2,500 annually for the library's support, the Civic League, a woman's organization, conducted a vigorous campaign in behalf of the library, and the issue was carried by a large majority. Plans for the building were prepared by F. W. Keith, a local architect, and the building erected by John L. Larson. Construction work was finished in 1917, and the books were transferred to the new building in January of this year. It was planned to dedicate the building on Feb. 22, but war conditions delayed the interior furnishings until midsummer. Mrs. Florence B. Davis, a graduate of Wisconsin Library School and until recently on the staff of the Public Library of Madison, Wis., has been librarian for nearly a year.

#### Mountain

MONTANA

*Virginia City.* Work has begun on the Thompson-Hickman Memorial Library structure, which will cost \$50,000. This new library is given by Mrs. William B. Thompson, wife of the New York millionaire. The building will house a historical museum, which is expected to become a great depository of historical lore of the early gold mining days. It is called the Thompson-Hickman Library because Mrs. Thompson's maiden name was Hickman. Both Mr. and Mrs. Thompson were born in Virginia City.

**Pacific**  
WASHINGTON

*Tacoma.* At the request of the women's division of the County Council of Defense the trustees of the Tacoma Public Library granted the use of the branch libraries, July 29 to August 11, for the purpose of registering recruits for student nurses.

## CALIFORNIA

*Orland (Glenn Co.).* It is expected that the Orland Library will be completed late this fall. Work on the \$8000 structures was to start in July. The new building, designed by W. H. Weeks, is to occupy the northeast section of the new park, and will face north. It will be 30 x 50 feet, constructed of interlocking tile and covered with cement stucco. The librarian's desk will divide the main floor into two rooms, one for adults and the other for juveniles. The basement will have one large room for general assembly purposes and the librarian's private work room. The building is to be completely furnished, even to tables and desks, for the \$8000.

*Sacramento.* Henry Bacon and William Mitchell Kendall, New York architects, and Sylvain Schnaittacher, San Francisco architect, have been named to serve with Governor William D. Stephens, Chief Justice F. M. Angellotti of the State Supreme Court, the State Librarian and chairman of the State Board of Control, as a jury of award to select the architect who will design and superintend the construction of the State office building and the library and courts building to be erected at Sacramento.

## Foreign

## NORWAY

*Bergen.* A historical sketch of the Public Library entitled "Bergens offentlige bibliotek," and written by the librarian, Arne Kildal, has been reprinted from the *Nordisk Tidskrift för Bok- och Biblioteksväsen* [v. 5, 1918]. In 1869 Paul Botten-Hansen left his library of 12,000 volumes to form the nucleus of a collection for the people of Bergen. A committee was formed, the library organized, and in 1874 it opened as a reference library. Its use increased so that the hours of opening, which in 1883 were 12-1 and 5-7 daily, were increased to 10-2 and 4-8 daily. In 1909 Mr. Kildal, who had received his B. L. S. degree from the New York State Library School in 1907, and had subsequently worked in different American li-

braries, was called to reorganize the library. The Dewey classification and the "useful American system" of loaning books for home reading being introduced. The size and scope of the collection having rapidly increased a new building was voted by the city in 1913. Building was begun in 1914, and had so far progressed that the removal of the books was begun in November, 1917. The new building, trefoil in plan, having two floors, has been calculated not only to house the present circulation and general reference departments with the many special collections which have been formed—music, Ibsen collection, Bergen collection and others—but to allow for very considerable expansion.

## SWITZERLAND

*Berne.* In spite of difficulties of transportation and of a shortage of heating and light, the Swiss National Library, in its report for 1917, records a year of great activity—the most notable feature of which was the formation of the nucleus of a collection of photographs relating to Switzerland. For the present photographs of purely technical or artistic interest are to be excluded. The material sought is to consist of portraits, illustrations of historic scenes, of the manners and customs of the people, of details of monuments, towns and villages, antiquities and works of art (especially such as are likely to be lost to the people thru demolition or removal), landscapes, upheavals of nature, etc. It is estimated that about five hundred items will be added to the collection each year. In addition to the monthly bulletin of books and pamphlets published, the library in 1917 issued a catalog of periodicals appearing in Switzerland, most of which are to be found in the reading room. This list forms a valuable contribution to the national bibliography. The recasting of the classified catalog was undertaken, involving very considerable revision of the classification. In addition to the new accessions, two thousand titles were handled, bringing the work almost to the end of the letter E. The preparation of a union catalog with Lucerne was resumed after a year's interruption. The report draws attention to two gratifying points illustrated in the year's statistics: firstly, that the number of works by Swiss authors published outside of Switzerland continues to decrease; and, secondly, that in spite of scarcity of paper the output of books for the year shows an increase by comparison with that of 1915.

## LIBRARY WORK

Notes of development in all branches of library activity, particularly as shown in current library literature. Material printed in this department is cumulated each year in the "American Library Annual."

### BOOKS AND READING

The relation of reading to life. Sherman Williams. *Jour. N. Y. State Teachers Assn.*, April, 1918. p. 88-93.

A statement of what is being done, and what might be done, in our elementary schools to train children to learn to read the books that are worth while.

### CLASSIFICATION -

See also Subject headings.

The Public Library of New South Wales, basing its work partly on the suggestions of Wright and Hamer, *Library World*, Feb. 1915, p. 232-3, has developed Dewey's 790-799, thus:—

- 790, Amusements, is subdivided by country in 799.
- 791, Public entertainments, has subdivisions for: Mediæval tournaments; Animal fights, circus, menageries; Garden parties, fêtes; Magic lantern; Moving pictures (this again subdivided).
- 792, Theatre, concerts, theatrical representation, has subclasses for: Influence of the stage; State theatre; Law; Acting; Management; Biography and history; also for: Tragedy and drama; Comedy and farce; Opera; Pantomime; Vaudeville; Concert.
- 793, Indoor amusements, has: Private theatricals; Tableaux; Charades; Dancing; Conjuring; Ventriloquism; Puzzles, etc.
- 794, Indoor games of skill, has: Chess; Draughts; Other board games; Billiards, pool; Bagatelle; Ping-pong.
- 795, Games of chance has: Cards (again subdivided); Dice; Backgammon; Dominoes; Roulette.
- 796, Athletic and outdoor sports, has: Gymnastics; Children's sports; Athletic sports (subdivided); Winter sports (subdivided); Cycling; Quoits; Mountaineering.
- 797, Boating and ball games, has: Rowing; Yachting; Polo; Football; Cricket; Golf; Lawn tennis; Bowls.
- 798, Horsemanship and racing, has: Driving and coaching; Riding; Horse racing; Pony racing; Trotting.
- 799, Fishing, hunting, shooting, has: Fishing, Hunting (subdivided for fox-hunting, coursing, falconry, big game shooting,

small game shooting, pigeon shooting); Miniature rifle shooting; Archery.

### ENGINEERS, WORK WITH

The engineer and the book. Winifred Gregory. *Bull. of the Affiliated Engineering Societies of Minnesota*, Dec., 1917. p. 283-290.

This paper, read before the Civil Engineers' Society of St. Paul, deals with the three main channels thru which an engineer receives his books, namely the private, the society, and the public library, and the relationship between these.

For the private library Miss Gregory indicates helps to book selection, suggests time-saving reference books, and describes economical methods of indexing and arranging the material.

While certain professions such as medicine and law require special libraries, the nature of the material in an engineering library and the large classes of users—embracing all from the untrained mechanic to the consulting engineer—makes in her opinion the gathering and administration of this literature the task of the public rather than of the society library.

She then explains how the public library acquires its material, what classes of material the engineer may legitimately expect to find there, and how it is indexed and arranged so as to realise the aim: The right book to the right person at the right time.

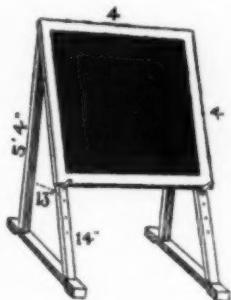
### FLOWER DISPLAY BOARD

In the Bixby Memorial Library at Vergennes, Vt., Edith J. Chamberlain, the librarian, has devised a new and better way of displaying specimens of wild flowers. The frame, which is shown below, was made by the janitor, and is described by Miss Chamberlain in the *Bulletin of the Vermont Public Library Commission* for June, 1918.

"We used  $\frac{3}{8}$ -inch oak, 3 inches wide, with  $\frac{1}{2}$ -inch bead at inside edge, beaver-board 4x4 feet, covered with brown sponged broadcloth.

"The strips of the cloth stitched at each edge,  $\frac{3}{4}$  of an inch when finished, were nailed to the board with brown-headed tacks, forming loops in which to place the test tubes. The upper one, for 4-inch tubes, is placed 5 inches

from the top and holds 12 tubes; the next, for 6-inch tubes, is 10 inches below that, and holds 10 tubes; and the lowest, for 8-inch tubes, is 17 inches below that and holds 8.



"The height is 5 feet, 4 inches; the bottom of the board 14 inches from the floor, and sloping so that at the bottom it is 13 inches from the back upright.

"When the season for wildflowers was past, we found that we could very easily transform the board into a bulletin board for the display of the food bulletins, attractive jackets of the newest books, lists of required reading for the high school classes or any other subject of interest; and this simply by removing the test tubes used as flower containers, and the labels which were placed under them by means of thumb tacks."

#### GUIDE CARD

A guide card for vertical filing systems is described and illustrated in the *Official Gazette* of the United States Patent Office for March 12, 1918, page 435.

#### INFORMATION BUREAUS

Technical libraries; bureaux of industrial information. *Lib. Assn. Rec.*, March, 1918, p. 77-82.

In a paper on the utilization of accumulated data relating to the automobile industry read before the Institution of Automobile Engineers, Mr. E. A. Savage, chief of the Coventry Public Libraries, indicates the broad principles of an information bureau—information bureau being the author's modern definition of a library—for the automobile industry, and points out that similar bureaus for the documentation of material relating to other industries are working simultaneously. To avoid overlapping and waste he says that the Library Association advocates a central bu-

reau of information for scientific and industrial research, on the principle of the International Institute of Bibliography in Brussels and of the bureau of information of the Library of the United Engineering Societies of New York.

Recognising the incompleteness of the information available at the Patent Office Library and the Library of the British Museum and thoroughly favoring the author's views, the meeting authorised its secretary to forward to the Secretary of the Department of Scientific and Industrial Research a copy of Mr. Savage's paper together with the resolution:

"That this meeting having listened to Mr. Savage's paper on the use of reference libraries in conjunction with bureaus of information likely to be formed in connection with the research of technical industries, desires to acknowledge its recognition of the importance of this relationship and of providing the national central reserve library or libraries needed to render this use of libraries and bureaus fully effective."

#### INFORMATION SOURCES

1. Conservation of thought—the difficulty of the obvious. 2. The intangible "they" and what to do about it. G. W. Lee. *Stone and Webster Journal*, Dec., 1917; May, 1918.

Mr. Lee's hobby, "Sponsors for knowledge," is the subject of these two papers. It is, he says, the business of this generation so to solve problems that the next shall not have identical ones. Saving of time and energy can be effected by appeal to an authority which shall disentangle what "they say" from what is, and either answer questions or indicate where answers may be found.

An experiment in the establishment of the sponsorship system has been made by the American Library Association thru the Massachusetts Free Public Commission. The commission sent out a circular, "recommending to about one hundred libraries in the state, that they make entry in their card catalogues of certain topics (not over a hundred to be given at the start) and that they record therewith the names of such persons or organisations as have agreed to act as sponsors for the topics listed. These sponsors, presumably specialists, will be expected to be enthusiastic to give satisfaction to inquirers when the latter have not succeeded in getting information enough on their questions from the library resources. Thus . . . may the public find new and unexpected facilities for getting at the men behind the books, for being led to human

sources, to authorities who will consider special questions and special needs in personal ways—as books cannot do."

#### INSTRUCTION IN USE OF LIBRARIES—IN GRADE SCHOOLS

Library facilities and course of study in library training in Portland, Oregon. *Pub. Libs.*, Oct., 1917. p. 348-350.

The school department of the Portland Public Library is organised to provide home reading, reference and pedagogical books, magazines and pictures for the schools.

A staff of nine school librarians is employed by the public library. Traveling libraries are sent to the schools. The teachers take charge of the issuing of the books for home reading.

In each grade school library-training lessons are given to the pupils by a librarian and teacher. The subjects covered are: care of books; book marks; title study: how to use the text-book, the reference book, the card catalog, periodical indexes; subject classification. The reading of poems and story telling are included in the course at the school.

An outline of the courses given, by grades, is a part of this article.

#### INTERLIBRARY LOANS

Memorandum on the organization of library exchange areas. Ernest A. Savage. *Lib. Assn. Rec.*, Aug.-Sept., 1917. p. 328-329.

The Birmingham and Coventry Libraries Committees have resolved: that the librarian be authorized to lend to other libraries, books difficult to obtain elsewhere. This resolution applies to books quite readily replaced by the library owning them, but not procurable at short notice by other libraries, e. g., the proceedings of scientific societies and foreign books. . . . The arrangement could be extended to other towns and could be made to include not only inter-library loans but inter-library cataloging. To extend this arrangement it would probably be desirable to organize exchange areas.

A "trunk" exchange could be organized for the benefit of the larger libraries only: e. g. the organisation of an exchange service between the largest libraries in a textile centre and the largest in a steel and iron centre would be to the advantage of all concerned.

A union catalog would be advantageous bibliographically and from the point of view of expense. The cost of publication could be met on the basis of each library paying in

proportion its own entries and to the number of copies of the catalog taken.

It is suggested that the committee, in their report, describe the chief examples of co-operative cataloging of technical books.

#### LIBRARIANS AND ASSISTANTS—TRAINING

*See also* Library Association of the United Kingdom—Educational Policy.

Secondary education in library work. Jessie Welles. *Pub. Libs.*, Jan., 1918. p. 5-10.

Under this title Miss Welles discusses the training class, which in its relationship with the library school and the apprentice class, holds a position analogous to that of the high school in the scheme of general education.

She outlines a program for a course of six to eight months' duration, with time equally divided between lecture or class work and practice in the library.

A logical arrangement will give the student a vivid picture of the work of the library. First therefore of the technical courses should come order work and book selection—an introduction to book reviews and trade bibliographies covering ten to twelve lecture periods. Accessioning, shelf-listing and the mechanical preparation of the books for the shelves should follow. Fifteen to twenty lessons on classification and subject headings would be followed by cataloging. Students might have ten to twenty lessons, a picked few being afterwards given detailed practice in the cataloging department. Twelve lessons on loan work, describing local methods and comparing these with the practice of other libraries; and about the same number on the main reference tools complete the technical courses—the work with children being paralleled with each general course.

The study of general literature should receive one lecture a week, the aim being to excite intellectual curiosity and stimulate future reading as well as to train in critical appreciation of good books. Periodicals must receive a good deal of attention: eight to ten periods being devoted to a discussion of the scope and value of assigned periodicals and of present-day standards and tendencies in periodical literature.

Local specialists will lecture on social and educational movements, and in the hour preceding each of these lectures will be a discussion, from previously made assignments, of the subject of the lecture. Heads of departments in the library will speak on the work of their respective departments.

The practice should be arranged to cover

as far as possible all the subjects of the lecture courses; and, while the student necessarily and intentionally becomes most conversant with the local methods, provinciality can be avoided by a study of the principles underlying these and of the practice of libraries elsewhere.

#### LIBRARIANS AND ASSISTANTS—TRAINING

To the would-be library-school student. Azariah S. Root. *Pub. Libs.*, Jan., 1918. p. 3-5.

A comparison of the courses offered by the various library schools is not much facilitated by a study of their catalogs; for there is no standard of nomenclature, the courses given are variously grouped, and the indication of time required is not clear.

All the schools, however, necessarily give:

(a) Courses about libraries: on the history and social utility of the library.

(b) Courses on the administration of libraries—on business methods, the special technique of ordering, accessioning, shelf-listing and classifying books, the principles of cataloging, subject-heading, the mending and binding of books.

(c) Courses on special types of library work—instruction concerning methods and problems of business libraries, school libraries, extension work.

(d) Courses dealing with the books found in a library—reference books, trade, national and special bibliography, book selection, history of printing and "instruction as to various kinds of books, such as incunabula, government documents and the like." Information set forth in the catalogs in regard to the courses given being unsatisfactory, the would-be student ought to consider the location of the school, whether it is so situated as to give the practice which the student will need for the work in view.

Mr. Root incidentally suggests: (a) that some one not connected with the problem of library training give some specific suggestions in regard to individual schools, albeit such suggestions would have a transitory value. (b) That the Association of American Library Schools would do a great service to the prospective student and to the profession by agreeing upon a standard of nomenclature, a standard of time and a standard classification of courses.

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A plea for advanced instruction in library summer schools. [Mrs.] J. T. Jennings. *School and Society*, Feb. 9, 1918. p. 156-160.

While not wishing to belittle the value of the library schools, Mrs. Jennings points out

certain needs of the librarian which ought to be met by the schools and especially by the library summer schools.

She indicates some of the causes of this state of affairs and suggests remedies. She says, in part: "If the faculties of the library school were more closely in touch with the demands of the calling as service, instead of as occupations for their students, they would feel more vitally the needs of the employers.

"Is it barely possible that the library schools take themselves too seriously? For example, at certain meetings of the A. L. A. the library school section [i.e. the Association of American Library Schools] closes its doors... to anyone not connected with library-school faculties.... It would certainly be better if most of the discussions were open to other librarians. The curriculum of the library school, the methods and extent of instruction are as vitally interesting to the employers or to their instructors. The librarians... should know what the library schools are trying to do.

"Perhaps it would be heresy to suggest that the library schools might possibly receive valuable suggestions from the employers of their pupils, but certainly those employers might get more adequate ideas of the aims and methods of the schools so that they might know what to expect when they engage their graduates for service..."

Meanwhile she suggests that two or three institutions of high rank, say one in the east, one in the middle-west and one on the western coast offer courses in:-

(a) Special problems of library administration—a course broadened and enlarged to meet the needs of people of some years' experience.

(b) Library buildings—where the librarian can present his peculiar problems of size, service and available funds and receive reliable suggestions.

(c) Classification and cataloging. The stimulus of a course of lectures from some makers of catalogs which are models of scholarship and of art would be the salvation of many a conscientious cataloger overwhelmed with detail work.

(d) Intensive courses in the bibliographies of special subjects; and in trade bibliography, auction buying and selection of special editions.

(e) A thorough course in public documents, not only in the intricacies of our national authors but also in the best and most economical methods of arrangement and administration.

## LIBRARIANSHIP

The educational standard of librarianship in relation to technology. Henry V. Hopwood. *Lib. Assn. Rec.*, Aug.-Sept., 1917. p. 323-327.

... Bearing in mind that the need is not to test a candidate's scientific and technical knowledge, but rather his capability to deal with the literature of the subject, it would seem desirable to institute, under the auspices of the Library Association, an examination in general knowledge of Science and Technology, in two grades with three sections in each.

*Lower grade*

(a) "Subject cataloguing, and classification of a certain number of scientific and technical works in English, together with a knowledge of the chief divisions of the Dewey and Library of Congress Classifications.

(b) "A paper designed to test the candidate's knowledge of general scientific facts and technical processes and machines, together with his ability to indicate the class of book to which he would refer for further information.

(c) "Translation out of French or German, the passages set being easy paragraphs from elementary technical text-books.

*Higher grade*

(a) "Subject cataloguing and classification of English (50 per cent), French (25 per cent) and German (25 per cent) technical and scientific works, a certain proportion of them being pamphlets, theses, and trade catalogues. Capability to annotate should be essential.

"A thorough knowledge of the scientific and technical sections of the Dewey, Brussels, and Library of Congress Classifications, together with the subject headings of the latter library should be required, also a knowledge of special expansions.

"The candidate should be able to explain the scope of selected headings, to differentiate in allotment, criticize selected sections, and suggest expansions.

(b) "A general knowledge paper, of more detailed character than that in the lower grade, which should also test the candidate's knowledge of the history of science and periodical indexes, and his acquaintance with periodical and society literature, including a recognition of the title abbreviations commonly employed. To this might be added a knowledge of the History of Science and technology as distinct from actual technical knowledge. This subject might with advantage form a section by itself, and rank equal to,

or as a substitute for, literary history, in which case it should include an acquaintance with the older literature.

(c) "Translation out of both French and German, passages set being selected from more advanced literature than the lower grade, e.g. dissertations, papers read before societies, etc."

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The library school in the college. Sir William Osler. *Lib. Assn. Rec.*, Aug.-Sept., 1917. p. 287-308.

This address, delivered at the opening of the Summer School of Library Science, Aberystwyth, 1917, begins with a sketch of the development of the science of librarianship. Reviewing next the program of studies for the session, Sir William dwells on the scope and on the importance of bibliography, classification, and cataloging, emphasizing the need of co-operative cataloging, which in his opinion in the United Kingdom might be undertaken by the six libraries possessing copyright privileges.

Passing from the technical training possible at the Library School, he outlines his scheme for a *School of the Book* which would prove an active ferment in the departments of history and of literature of the University, would teach scholars how to study and interpret the rich stores of documents in public and private collections, and would thus greatly increase the usefulness of the librarian and of the book as educational factors.

"I should like to see added to the schools of at least one University in each kingdom a *School of the Book*, in all its relations, historical, technical, and commercial—every aspect of bibliography, every detail of typography, every possible side of bibliopoly" . . . Modified to meet local conditions the scheme of the National School would be as follows:

Organization.—Control jointly by a committee representing the Library, the Press, the University, and the Colleges.

Staff.—(a) Head of the Library and of the Press, and assistants who would supervise technical work.

(b) Lectures on library economics, history, bibliography, publishing, binding, etc., chosen partly from the library, partly from the college staffs.

(c) Special lectures from outside. Publishers, manufacturers, printers, and inventors would be asked to give special lectures.

Students.—(a) Ordinary undergraduates, who would be given instruction in (i) the use

of the library; (ii) the elements of bibliography; (iii) palaeography.

(b) Special students: (i) in library work; (ii) in newspaper work, printing, publishing, binding and illustrating.

(c) Research students. One of the chief functions of the school would be to train men and women in methods of literary and historical research.

The public.—The classes in bibliography should be open. Anyone desiring special instruction in any matter relating to a book should be able to find it at the school . . . Extension classes would be held for working men dealing with the book as a tool of the mind.

#### LIBRARIES—SCOPE AND PURPOSE

The library and modern life. Mary Frances Isom. *California Lib. Assn. Proceedings*, 1917, p. 40-44.

Having reviewed the successive steps in widening of the library's field of work during the last 25 years—the work with children, with clubs, with students, with teachers, and with the reading public in general—Miss Isom asks whether the hum of well-running machinery and the murmur of applause of an appreciative public have not deafened the librarian to the voice of to-morrow's need. If the universities, so long the seat of conservatism, are responding to the pressure of modern life, shall not the library, which serves a constituency so much larger, help to train the young for "public service in new democracies, for a new medical profession, for finance, journalism, transportation, manufacturing, the new architecture, the building of vessels and railroads, the great public works which improve agriculture, conserve the national resources, provide pure water supplies and distribute light, heat and mechanical power."

The library is limited in income, not because the librarian is not a politician, but because only 30 to 40 per cent of the public use the library. The question of support will be solved by the time the library has made itself indispensable to every activity of the community—educational, civic, philanthropic, political and religious—and without partiality.

And the gift of comprehensiveness, the faculty of seeing things in their just relations which will enable the librarian to accomplish this, will keep him mindful of the prophet who having but two loaves of bread would sell one and buy hyacinths with which to feed his soul.

#### LIBRARY ASSOCIATION OF THE UNITED KINGDOM—EDUCATIONAL POLICY

The educational policy of the Library Association as affected by the suggestions in the report of the Carnegie Trustees. Kate E. Pierce. *Lib. Assn. Rec.*, Aug.-Sept., 1917, p. 316-332.

In view of the facts that: (a) The Carnegie Trustees in their report in 1915, say: "It is a question for the Trustees to consider by what means the status and remuneration of librarians can be improved, as experience shows how vital to the influence and success of the library is the ability of the librarian," and again in the report for 1917 speak of the librarian as "the vitalising link between the books and their readers," and "even if the provision of books is adequate it will be of little avail unless an efficient staff exists for administering it," and, further, that "while a strong case for the reconsideration of present financial limitations can be made out, the elevation of a salary scale will not of itself secure the necessary status of the profession of librarianship or place the right men and women in its ranks."

(b) Many trained assistants have joined the army or have left to take up better paid work.

(c) Special libraries, such as technical and commercial collections requiring specially trained assistants are being established. "These cater for the business man, who finding that he is getting value for his money, will not be backward in demanding the removal of the rate limit."

Miss Pierce urges that a sub-committee of the Library Association Council go into the whole question and draw up a definite scheme for training schools.

She suggests, as a basis to work upon: (a) That schools, licensed by the Library Association, be established at various centres, having directors definitely attached to the library staff of the respective towns where the libraries are established. (b) That an entrance examination be held, the course last for six months, followed by practical work in a recognized library, and the subjects taught be those set out by the Library Association syllabus. (c) That the school building be, if possible, a part of the library. (d) That the school be supported by fees of students and grants made by the Library Association.

#### LIBRARIES—WAR SERVICE

Emotional poise in war time: How the libraries can help the public. Edith Kathleen

Jones, 12 p. Reprinted from *Public Libraries*, Dec., 1917 and Jan., 1918.

This paper, read at the Plymouth meeting of the Massachusetts, Rhode Island and Old Colony library clubs, is based on Miss Jones' thirteen years' experience as librarian of the McLean Hospital, Waverly, Mass.; but the thoughts expressed in it, the manner of that expression and the practical suggestions will make it welcome to every librarian.

Sanity and an unemotional mind are, she says, incompatible: emotional poise implies, not suppressed, but controlled emotion. And what shall we do to preserve our national sanity?

The war is all-engrossing. People want good war books, books on all of the many sides of the war, books on the "real causes" of it, political and social, books on trench life, on the exploits of the navy, personal narratives of ambulance and hospital work, cartoons.

But to reading of this kind and to the fare provided by the daily papers the library must provide an antidote in the shape of books to divert the mind—leaving them withal, as tho accidentally, where the public will think it finds them for itself. It will welcome in this way good detective stories, Wild West tales, mid-Victorian poetry, pretty love stories, anthologies of verse, humorous essays, out of door books on gardening, animal stories, mountaineering, hunting, fishing, or camping.

It has been found that the books in close proximity to the "new books" shelf are much taken out. By simply moving this shelf now near to the biography section, now to the social service and again to history, each section can thus in turn furnish recreational reading.

The public will examine eagerly also a bulletin board on which are pinned poems, jokes, anecdotes. Thus can librarians help the nation by giving the people constructive books which shall lead them to intelligent thinking and direct service, and recreational and inspirational books which shall lift their minds out of apprehension and depression, helping the individual and the nation to keep emotionally sane, holding to national honor and the vision without which the people perish.

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Unifying for war. Jessie Welles. *Wis. Lib. Bull.*, Feb., 1918. p. 41-45.

The men at the front or in camps are not the only Americans in service; every true citizen has a definite duty and privilege. A library by its very nature as a storehouse of knowledge and information is a potent ser-

vice unit. Organize your unit to serve by informing and inspiring every citizen.

Keep the flag flying in front of the building as the library's insignia of service, and let its care serve as a lesson in loyalty. Upon entering the building the visitor should feel at once the atmosphere of national service, and everywhere should be evidences of the functioning of this particular unit in providing information upon all subjects connected with winning the war. The morale of the entire staff should be unimpeachable, and to zeal, hope and confidence must be added understanding of national questions and a working knowledge of available material on these questions. Let us keep our library shelves well stacked with books full of information with which every American should be familiar, and with personal narratives showing the noble spirit of our allies at the front, and the conditions under which they struggle.

The library must take an active part in increasing food production. Pamphlets, lists of books on food and gardening, a list of seed firms should all be secured and every effort made to acquire all information possible on this subject. Much valuable free material may be had for the asking.

Bulletin boards or wall space and tables for permanent display use, giving food conservation a special space, should be assigned. These should be kept in reasonably good order, so that fresh material may be readily available. Material for free distribution should be nearby and plainly marked, while notices of new books or pamphlets, of older books on war subjects, magazine articles, special collections lent by the commission, pictures, clippings and verified recipes should be posted, taking care to have the displays in conspicuous places, the choice of matter good and arrangement striking, suggestive and in good taste.

War pamphlets neatly covered and cataloged, tho excellent reference tools, are of only perfunctory service unless widely advertised and distributed, and the people to be reached with these telling messages are men and women who will not ask for them, preferring novels and magazines. It is our patriotic duty to get them read by all the people.

The club rooms of libraries which have been given up to Red Cross work, should have the best posters displayed there, that those women who work so faithfully have a clear idea of why we are at war. Distribute literature there and give short talks on war topics. The library should serve as an agency

for Red Cross registration, Liberty Loan subscriptions, Thrift Stamp campaigns and all similar activities. It should co-operate with schools, and with all national service organizations. Publicity on library material, written and signed by a local expert, will have great weight. All other methods tried and untried should be used.

#### PHOTOSTAT

Appreciation of the many possible uses of the photostat is increasing rapidly. The report of the New York State Library records that the number of prints made in that institution during 1917 was 2883.

"Only 347 prints, including the reproduction of the small record of the Church of Jerusalem, Albany county, were for the collections of the library itself; the Division of School Buildings and Grounds received 322 prints, mainly reductions of larger schoolhouse plans to convenient size for consultation and filing; 167 prints were made for other divisions of the university. Outside the university, the largest calls have come from bodies closely related to war mobilization and preparation; on numerous occasions the Resource Mobilization Bureau and its divisions have called upon us for the quick multiplication of copies of organization charts or schedules and to the extent of 464 prints we have met their needs, even tho at times it called for evening and Sunday work; a war survey of Albany buildings suited to certain war purposes required the reproduction of views and plans to the number of 592 prints, and for this our facilities were again used. For the State Comptroller, the Attorney General, the Court of Claims, and committees of the legislature, 184 prints were made; 807 prints were furnished to persons entirely outside of the above classes. Fees received and paid into the state treasury amounted to \$81.13, and photographic paper and supplies to the amount of \$139.64 were furnished in place of fees.

#### PUBLICITY

The Library of the Massachusetts Agricultural College distributed in the spring a circular attractively printed in red and black, bearing the following acrostic:

#### The College Library

Tries to serve everyone expeditiously.  
Hopes to be of very real help to all students.  
Expects to have an up-to-date fireproof building soon.

Circulates books to all M. A. C. people.  
Offers no apology for its crowded quarters.  
Lets students borrow more than three volumes.

Likes to have folks browse among the stacks.  
Expects everyone to return books promptly.  
Gets, buys or borrows needed material.  
Extends a cordial invitation to all.

Looks up facts and figures for busy men.  
Invites you into the delights of scientific research.  
Begins the day at 7.30 a.m. and closes at 9.30 p.m.  
Renews books for those who need them.  
Always anxious to learn of new and better things.  
Relies upon the telephone and telegraph to get things quickly.  
Yes, it ought to have a fine new building right away.

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The Rochester Public Library is doing effective work through deposit stations in public schools, parochial schools and other institutions, fire bureau houses, etc. Recently the stations in factories, department stores and public service corporations were selected for development. A brief letter about the books addressed to the managers was printed on one side of a slip and on the other side a list of the agencies circularized.

Copies were struck off and sent to each firm named with the suggestion that as many copies of the slip would be furnished free as they cared to distribute to their employees and firm members.

Of the twenty-five firms listed, seventeen requested 7,880 copies. In this way interest was stimulated among the managers as well as the employees.

Following is a copy of the letter:

#### A PAYING INVESTMENT

To Business Men Having Libraries for Their Employees:

#### Gentlemen:

This report is to acquaint you with those who like yourself realize that constant toiling and no reading makes dullards for us all. You have in your establishment one of those little "Accommodation Libraries," where your co-workers may obtain a book for use at home or elsewhere.

During the past year readers have drawn from these libraries at the places named 34,856 volumes. Most of this reading was recreational in character, resulting in greater mental alertness, livelier imagination and greater power of vision. It is safe to say that it has also promoted good will towards your arms and readiness to co-operate in your plans.

You are therefore entitled to view the introduction of these libraries with satisfaction from the standpoint of better business and more willing workers.

Among the large and growing number of laws for the welfare of industrial workers there is none to compel the establishment of libraries. Their presence in your plant exhibits a quality which is not strained but which voluntarily maintains a standard higher than that required by law.

During the present year other firms in the spirit of Abu ben Adhem will add their names to this roll of distinction. Your co-operation and theirs will greatly enlarge this reading and its resulting benefits.

ROCHESTER PUBLIC LIBRARY.

The Cleveland Public Library was represented in the Loyalty Parade, July 4, by a well-thought out and attractive float. The auto, a brand new four-ton truck, loaned by the Mechanical Rubber Co., where the library has a deposit station, told the story of the library's work for the Americanization of the citizens of Cleveland. A book case and a librarian indicated the library's function, while the citizens were represented by users of the Lorain branch in various foreign costumes, some of them very beautiful indeed. A story hour was also in progress. Tots in the dress of various foreign peoples, and one natural negro boy, listened to a story told by the children's librarians at Carnegie West branch.

On the tail-board of the truck stood two pages from the Main Library encased in huge dummy books which left exposed only their heads and legs, and bore the following legends:

BOOKS MAKE MEN BETTER CITIZENS.

BOOKS MAKE CITIZENS BETTER MEN.

? ? ? ASK THE PUBLIC LIBRARY.

GOOD IDEAS: WE ARE FULL OF THEM.

Mortar board hats added a scholastic touch. American flags, together with the bright costumes, made the float a very colorful picture.

On each side was a huge sign as follows:

THE PUBLIC LIBRARY HELPS TO MAKE US GOOD AMERICAN CITIZENS.

The float was commented upon very favorably and did tell very well the story of what the library is doing for Americanization. The library was also represented on the Americanization committee, which had a prominent place in the parade.

#### REFERENCE LIBRARIES

The Central Library for Students. Alfred W. Pollard. *Lib. Assn. Rec.*, Oct., 1917. p. 371-378.

The Central Library completed the first year of its existence in February 1917, during which time it established itself, with the aid of a grant from the Carnegie Trustees at 20, Tavistock Square, London, W.C., increased its book stock from 1392 to 3249 volumes, and, in five months circulated 2005 volumes.

The library purchases only books costing 5/- or more. Special attention has been given to the building up of the history and social science collections, but the library aims also at forming a good technical collection. It has furthermore become the depository for

the periodicals supplied to the editors of the "Athenaeum Index." In the selection of the books expert advisers have willingly helped: among these are Mr. Fisher of the Board of Education, the Master of Balliol, the Poet Laureate, Profs. Ashley, Hobhouse, Jevons, Muirhead, A. F. Pollard, and Tout, Sir Sidney Lee, Dr. Prothero, Dean Rashdall, Dr. Michael Sadler, Mr. Sidney Webb, and Mr. Zimmern.

Originally serving the needs only of the University Tutorial Classes and of the Workers' Educational Association, the aim of the library now is to supply "to every student his book," and hopes to reach individual students of all kinds.

The books are sent either to individual students direct, in which case the borrower pays the cost of carriage, or to libraries, associations or institutions to be distributed among their members. This latter arrangement is usually preferable, since the cost and work of sending per volume is less, and the library has the guarantee of the institution borrowing for the safe return of the book.

The library is confident that as its work becomes better known, co-operation between it and municipal and other libraries may lead to the undertaking of the publication of reading-lists and of other useful activities.

#### Bibliographical Notes

The St. Paul Public Library has published a 4-page index to *Western Magazine*, vol. 7-10 (Nov. 1915 to Dec. 1917).

A "Dictionary of shipbuilding terms" by F. F. Pease, one of the staff instructors of the Education and Training Section of the Emergency Fleet Corporation, is announced for early publication by the J. B. Lippincott Co.

The story of the A. L. A. War Service written by Theodore Wesley Koch of the Library of Congress, has again been revised and issued in a new edition with a foreword by Dr. Putnam and a number of new illustrations.

The National Committee of Patriotic Societies (Edward Harding, chairman, 43 Exchange place, New York City) is getting out some fine patriotic publicity material, and will be glad to put any library on its mailing list.

The Bureau of Railway Economics has compiled a useful check list of periodicals,

house organs, etc., published by railway companies of the United States, with a list of those discontinued prior to July 9 on account of war conditions.

*McClure's* for September has an article by Dr. Frank Crane entitled "Button, button, who's got the button?" and illustrated with the insignia of the numerous patriotic organizations doing war work at the front and in the "second lines of defense" at home.

Edward Everett Hale's "The man without a country" has been dramatized by Elizabeth McFadden, formerly of the staff of the Cincinnati Public Library, assisted by Agnes Crimmins, and is published by Samuel French of New York.

The federal government is publishing a monthly "War review of medicine and surgery," which began with the March issue. Copies may be secured from the superintendent of Public Documents in Washington, at 10 cents each.

The *Bulletin of the Medical Library Association* has asked members to suggest what they consider the best necessary material for the establishment of a medical library, both in books and in medical journals. Lists of ten, fifteen, twenty-five and thirty-five titles are asked for, and it is hoped they may be printed in the October *Bulletin*.

The Library of Congress is making a collection of the various bookplates used in connection with the A. L. A. War Service. Will librarians and other A. L. A. workers send to Mr. F. W. Ashley, Superintendent of Reading Room, Library of Congress, copies of any bookplates which come to their notice, other than the blue-gray label which was pasted on the outside of the books, and Mr. C. B. Falls' reduced poster.

A new magazine that will be of peculiar interest to special librarians is *Filing* (*Filing Incorporated*, publishers, 320 Broadway, New York), whose first issue was published in July. The leading articles are "Central filing in big corporations," by W. Herbert Gilley of the Mutual Life Insurance Company, and "Development of a trust company's statistical and information files" by S. Eugenia Wallace of the Guaranty Trust Company of New York.

"A list of United States public documents published as serials of the 61st, 62d, 63d and 64th Congresses—1909-1917," was compiled under the direction of Adelaide R. Hasse by the class

in public documents of the summer session of 1917 at Columbia University and revised by Mary Van Wagener of the economics division of the New York Public Library. The list was printed for the use of the Joint Committee on Printing and copies for depository libraries have been supplied the Superintendent of Public Documents in Washington.

In 1904 the John Crerar Library bought from a Leipzig bookseller a collection of 1471 documents and pamphlets of the 16th to the 18th century, treating of the economic and social affairs of France and her colonies. From manuscript notes found here and there, the collection seems to have been made by a French government official with unusual facilities for acquiring official printed matter. The collection has proved of great interest to students of French history, and a catalog has now been issued to facilitate its use.

The Cleveland Public Library has received several hundred copies of *The Honorable Peter White*: a biographical sketch of the Lake Superior iron country, by Ralph D. Williams, 286 p. illus., Penton Publishing Co., Cleveland, 1907. These were for use in the camp libraries or in any other way in which they may be of service, and after sending forward those which can be used in the camps, the remainder are available for any libraries which will send the postage. The weight of the volumes is a little over two pounds.

In Cleveland, whose Americanization Committee has a notably broad outlook on the problem of establishing a closer mutual understanding between the foreign born residents and the native born Americans of the city, a series of articles has been planned which will take up in turn the various races prominent in the life of the city. The first of this series is "The Slovaks of Cleveland," written by Eleanor E. Ledbetter, librarian of the Broadway branch of the Public Library, and it gives some insight into their home life, racial characteristics and education, their distribution in Ohio and the United States, and a list of Slovak newspapers and periodicals published in this country, together with some other Slovak publications.

The Federal Bureau of Education is making more extensive use of print than ever before, in its effort to meet the present national emergency in education. Between three and four million copies of the "Lessons on community and national life" issued in co-

operation with the Food Administration were sold for use in the schools last year, and it is expected that they will be used even more extensively next year. Special bibliographies on education and the war have been prepared by the library division of the bureau and will be furnished on application. They include "War pedagogy," "German education and the war," "Teachers' salaries in war time," "Junior Red Cross," "United States Boys' Working Reserve," and "War gardens." The series of Teachers' leaflets, Community leaflets, Home economics circulars, Higher education and Secondary school circulars, as well as the regular numbered Bulletins, have all been widely circulated. A special study of village schools has now been undertaken, and a series of rural school letters dealing with the "Rural school in war time and after" is being planned for the special use of educational and agricultural journals thruout the country. As a further medium for keeping the educational life quickened and vitalized, the bureau has begun the publication of *School Life*, whose first issue is dated August 1, and whose contents include a discussion of the garden armies, War Americanization, government policies involving the schools in war time, home economics on a war basis, military training in college, the need of a national law for physical education, French experience with the teaching of German, and the full text of Secretary Lane's address before the N. E. A. at Pittsburgh.

#### LIBRARY ECONOMY

##### CO-OPERATION—WITH CIVIC ORGANIZATIONS

Johnston, W. D. Co-operation between a public library and civic organizations. *Amer. City*, April, 1917. p. 357-358. (Separately reprinted by Civic Press. 10 c.) *Amer. City* pamph. no. 159.

##### LIBRARY OF CONGRESS

Library of Congress. Supplementary list of publications of the library issued since January, 1917. May, 1918. Govt. Prtg. Off. 15 p.

##### SERIALS

Rochester Public Library. Union list of serials in the libraries of Rochester. . . . Rochester, N. Y.: The library, 1917. 147 p. O.

#### RECENT BIBLIOGRAPHIES

##### GENERAL

##### VACATION BOOKS

St. Paul Public Library. Vacation trails: a suggestive list of summer reading. 8 p.

Vacation reading: a symposium. Part II. Chicago *P. L. Book Bull.*, June, 1918. p. 73-81. (20 lists.)

##### FOR SPECIAL CLASSES

##### CHILDREN

St. Paul Public Library. Bible stories for boys and girls. 8 p.

Salem, Mass., Public Library. Graded list of reading; compiled in co-operation with the School Department. Salem, Mass.: The library. 24 p. O. 5 c. n.

##### SCHOOL LIBRARIES

Iowa.—State Board of Educational Examiners. List of library books for the school libraries of the state of Iowa; supplementary to the catalogue of 1911, arranged for the state educational board of examiners. Issued by the Department of Public Instruction. Des Moines, Ia.: The state, 1917. 54 p. 8°.

#### SUBJECT BIBLIOGRAPHIES

##### ADVERTISING

Opdycke, John B. Advertising and selling practice. Shaw, bibl. \$1.25.

##### AGRICULTURE

International Harvester Co.—Agricultural Ext. Div. Practical books on agriculture which everyone should read. Chicago: P. G. Holden, dir., Harvester Bldg., 1917. 24 p.

Massachusetts.—Board of Agriculture. List of available publications. April, 1918. 11 p.

##### ANIMAL INDUSTRY

United States.—Supt. of Docs. Animal industry: farm animals, poultry, and dairying. April, 1918. 23 p. (Price list 38. 10. ed.)

##### ANTI-SLAVERY MOVEMENT

Martin, Asa Earl. The anti-slavery movement in Kentucky prior to 1850. Louisville, Ky.: Filson Club, 1921. Starks Bldg. 8 p. bibl. O. \$2. (Publication 29.)

##### AVIATION

Aviation. *Bull. of the Grand Rapids P. L.*, June, 1918. p. 75-76.

##### BALFOUR, ARTHUR JAMES

Arthur James Balfour. *Mo. Bull. of the Carnegie L. of Pittsburgh*, July, 1918. p. 364-368.

##### BINET-SIMON TESTS

Literature pertaining to the Binet-Simon scale. (In Bureau of Educ. Experiments.—Dept. of Social, physical and mental experiments. Psychological tests, 1917. p. 5-56.)

##### BUDGET, STATE

Recent movement for state budget reform, 1911-1917. Municipal Research no. 91. Nov., 1917. 9 p. bibl. \$1.

##### BUSINESS

Cannons, H. G. T. Classified guide to modern business books. London, Eng.: Finsbury Public Library. 48 p.

##### CHILD LABOR

Child labor. (In United States.—Supt. of Docs. Labor, Mar., 1918. p. 4-5. Price list 33. 5. ed.)

##### CITIZENSHIP

Bailey, Carolyn Sherwin. What to do for Uncle Sam; a first book of citizenship. Flanagan. 8 p. bibl. 12°. 75 c.

##### CITY MANAGER

Mabie, E. C., comp. Selected articles on the city manager plan of government. H. W. Wilson Co. 15 p. bibl. \$1.25. (Debaters' handbook series.)

##### CONSTITUTIONAL CONVENTIONS

Shearer, A. H., comp. List of official publications of American state constitutional conventions, 1776-1916. Chicago: Newberry Library, Sept., 1917. 39 min. p.

##### CONVICT LABOR

Convict labor. (In United States.—Supt. of Docs. Labor, Mar., 1918. p. 5-6. Price list 33. 5. ed.)

##### COOKING

Dover (N. H.) Public Library. Wartime cookery and household management. 4 p.

##### DENTAL HYGIENE

New York city.—Socialistic Aldermanic Delegation.—Bur. of Investigation and Research. Selected bibliography on school dental clinics. 2 typew. p. 10 c. (Obtained only thru P. A. I. S.)

##### EDUCATION

Best educational books of 1917. Lib. Poster, May 2, 1918. 4 p.

United States.—Supt. of Docs. Education, 1918. 2 p. (Price list 31. 6. ed. sup.)

##### ENGRAVERS

Carrington, Fitz Roy. Engravers and etchers;

- six lectures delivered . . . at the Art Institute of Chicago. . . . Chicago: The institute, 1917. bibl. O. \$3.
- EUROPEAN WAR**
- The European War; some works recently added to the library. *Bull. of the N. Y. P. L.*, June, 1918. p. 385-395.
- European War; some works recently added to the library. *Bull. of the N. Y. P. L.*, July, 1918. p. 441-451.
- Lingle, Mrs. T. W. A course on the historical background and the literature of the Great War. Chapel Hill, N. C.: Univ. of N. C. 3 p. bibl. O. (Extension leaflets. Div. for Women series 2.)
- EUROPEAN WAR—EFFECT ON COLLEGES AND UNIVERSITIES**
- Library of Congress. List of references on the universities and colleges and the war. May 22, 1918. 8 min. p.
- EUROPEAN WAR—WOMEN IN**
- Library of Congress. List of references on woman's work in the European War (exclusive of Red Cross activities). Jan. 10, 1918. 15 typew. p. 73 c. (Obtained only thru P. A. I. S.)
- FEEBLEMINDEDNESS**
- Poull, L. E. Study of one hundred and fifty feeble-minded delinquents. Ungraded, June, 1918. p. 197-202 [with bibl.]
- FOOD CONSERVATION**
- Course in food economies for the housekeeper. Govt. Prtg. Off. 8 p., with bibl. (U. S. Dept. of Interior.—Bur. of Educ. Home economics circular no. 6.)
- United States.—Food Administration. Food conservation bibliography, references and sources of information on production, statistics, distribution, conservation and methods of control of food supplies. Feb., 1918. 8 p.
- GEOLOGY**
- Lee, Willis Thomas, and Knowlton, Frank Hall. Geology and paleontology of the Raton mesa and other regions in Colorado and New Mexico. Govt. Prtg. Off., 1917. 20 p. bibl. 4<sup>o</sup>. (U. S. Geol. Survey. Professional paper 101.)
- HARBORS**
- Barney, William J., comp. Selected bibliography on ports and harbors and their administration, laws, finance, equipment and engineering. New York: Amer. Assn. of Port Authorities, 29 Broadway, 1916. 144 p. \$1.
- HOME ECONOMICS**
- Government publications of interest to home economics teachers and students. Govt. Prtg. Off. 8 p. (U. S. Dept. of Interior.—Bur. of Educ. Home economics circular no. 3.)
- HOSPITAL SOCIAL SERVICE**
- Hospital social service: a selected bibliography. (In New York conference on hospital social service. Proceedings, 1918, sup. 1. p. 157-161.)
- HOUSING**
- Library of Congress. List of bibliographies on the housing problem. Jan. 14, 1918. 3 typew. p. 15 c. (Obtained only thru P. A. I. S.)
- IMMIGRATION**
- United States.—Supt. of Docs. Immigration, naturalization, citizenship, Chinese, Japanese, negroes, enlistment of aliens. 16 p. (Price list 67. 2. ed.)
- INCOME TAX**
- Kansas City (Mo.) Public Library. . . aids on income and war taxes. 2 p. (Special list no. 13.)
- INCUNABULA**
- Bibliographical Society of America.—Committee. Census of fifteenth century books owned in America. Part III. *Bull. of the N. Y. P. L.*, June, 1918. p. 355-384.
- Bibliographical Society of America.—Committee. Census of fifteenth century books owned in America. Part IV. *Bull. of the N. Y. P. L.*, July, 1918. p. 415-439.
- INTERNATIONAL RELATIONS**
- Phillimore, Sir Walter George Frank. Three centuries of treaties of peace, and their teaching. Little, Brown. 3 p. bibl. O. \$2.50 n.
- INTERNATIONALISM**
- Weber, H. The problems of an international court of justice; translated from the German by Charles G. Fenwick. Oxford Univ. Press. 21 p. bibl. O. \$3. (Carnegie Endowment for International Peace.—Div. of International Law.)
- IOWA—ECONOMIC HISTORY**
- Pollock, Ivan L. History of economic legislation in Iowa. Iowa State Historical Soc. bibl. O. \$2. (Iowa economic history series.)
- LABOR**
- St. Paul Public Library. Labor: a selected list of books in the . . . library. St. Paul Trades and Labor Assembly. 20 p.
- United States.—Dept. of Labor. Publications of the Department of Labor available for distribution. April 15, 1918. 12 p.
- LATIN AMERICA—LITERATURE**
- Coester, Alfred. Literary history of Spanish America. Macmillan. 6 p. bibl. D. \$2.50 n.
- LITERATURE, GREEK**
- Bowman, Henry Newpher. The crimes of the Oedipodean cycle. Badger. 3 p. bibl. D. \$1 n. (Badger's classical series.)
- Messer, William Stuart. The dream in Homer and Greek tragedy. Lemcke & Buechner. 3 p. bibl. O. \$1.25 n. (Columbia Univ. studies in classical philology.)
- MATHEMATICS—PERIODICAL LITERATURE**
- Smith, David Eugene, and Seelye, Caroline Eustis. Union list of mathematical periodicals. Govt. Prtg. Off. 60 p. (U. S. Dept. of Int.—Bur. of Educ. Bull., 1918, no. 9.)
- MEDICINE**
- Cabot, Hugh, M.D., ed. Modern urology in original contributions by American authors. 2 vols. Lea & Febiger. bibl. 8<sup>o</sup>. \$7 ea.
- MILITARY BOOKS**
- List of books on military and allied subjects in the American Library Association Library, Camp Wadsworth, S. C. August, 1918. 12 p.
- MINES AND MINING—GOVERNMENT OWNERSHIP**
- Library of Congress. List of references on government ownership and control of mines in the United States and foreign countries. Jan. 24, 1918. 19 typew. p. 95 c. (Obtained only thru P. A. I. S.)
- MOTION PICTURES**
- Subject list of civic motion pictures. (In Ina Clement's Teaching citizenship via the movies. New York City: Municipal Ref. L. Special report no. 2. p. 329-339.)
- MUSIC**
- Dover (N. H.) Public Library. Music added in 1918. 6 p.
- Elementary syllabus: music. Albany, N. Y.: Univ. of the State of N. Y. 2 p. bibl. (Bull. no. 648, Oct. 1, 1917.)
- Music. May, 1918. London: *The Athenaeum*. 22 p. 1 s. n. (*The Athenaeum* subject index to periodicals, 1916.)
- Music and musical literature. Claygate, Surrey, Eng.: Harold Reeves, Vale Road. 36 p. (No. 9—1918.)
- MUSIC, PATRIOTIC**
- Riverside (Calif.) Public Library. National hymns and patriotic airs. 33 p. 10 c. (Bull. 154. June, 1918.)
- MYTHOLOGY**
- Gray, Louise Herbert, ed. The mythology of all races. In 13 vols. Vol. 3, Celtic, by John Arnott Macculloch; Slavic, by Jan Machal. Boston: M. Jones. 33 p. bibl. O. \$6.
- NEWSPAPERS**
- Brigham, Clarence S. Bibliography of American newspapers, 1690-1820. Part VIII: New York City. *Proc. Amer. Antiquarian Soc.*, Oct., 1917. p. 375-513. (New series, vol. 27, part 2.)
- NEW YORK CITY—GOVERNMENT**
- Hyde, Dorsey W., Jr. What to read on New York city government; a list of references. *Munic. Ref. L. Notes*, June 26, 1918. p. 315-320.
- OFFICE MANAGEMENT**
- Shep, B. B. Office methods. H. W. Wilson Co. 27 p. 25 c. (Practical bibliographies.)

- OIL** Burroughs, E. H. Bibliography of petroleum and allied substances. 1915. Govt. Prtg. Off. 147 p. (U. S. Bur. of Mines. Bull. 149.)
- ORTHOPEDICS, MILITARY** Bibliography of some important books and papers on military orthopedics. (In W. W. Keen, Treatment of war wounds, p. 60-61. Saunders. \$2.)
- PAINT, LUMINOUS** Library of Congress. List of references on luminous paint. Jan. 8, 1918. 1 typew. p. 3 c. (Obtained only thru P. A. I. S.)
- PANAMA CANAL** United States.—Supt. of Docs. Panama canal, Canal Zone, republic of Panama, Colombia treaty, Suez canal, Nicaragua route. Nov., 1917. 14 p. (Price list 61, 4. ed.)
- PARKS, NATIONAL** Bibliography of books and magazine articles on national-park subjects, September, 1916-October, 1917; Bibliography of books, government reports, and magazine articles on Mount McKinley national park; National parks publications. (In U. S. Dir. of the Nat. park service. Report, 1917. p. 251-255.)
- PATHOLOGY, CHEMICAL** Wells, Harry Gideon. Chemical pathology; being a discussion of general pathology from the standpoint of the chemical processes involved. 3. ed. rev. Saunders. bibl. 8°. \$4.25.
- PATRIOTISM** [Cleveland Public Library.] What is patriotism? 8 min. p.
- PHILOLOGY** North Carolina University. Elizabethan studies: third series. Chapel Hill, N. C.: The university. 12 p. bibl. O. 75 c. (Studies in philology.)
- PHOTOGRAPHY, AERIAL** Library of Congress. List of references on aerial photography and the applicability of telephotography to the same. Mar. 27, 1918. 3 typew. p. (Obtained from Division of Bibliography, Library of Congress.)
- PHYSICAL EDUCATION** National Education Assn.—Commission on Re-organization of Secondary Education. Physical education in secondary schools; a report of the commission. Govt. Prtg. Off. 3 p. bibl. 8°. (U. S. Bur. of Educ. Bull. 1917, no. 50.)
- POETRY, GERMAN** Hervey, William Addison. Syllabus and selected bibliography of Lessing, Goethe, Schiller; with notes. Lemcke & Buechner. 21 p. bibl. O. \$1.
- PSYCHOLOGY** Boardman, Helen. Psychological tests: a bibliography. New York: Bur. of Educ. Experiments, 16 W. 8th St., 1917. 111 p. 35 c. (Contains: Binet-Simon scale; Mental tests other than the Binet-Simon scale; Classified bibliography for vocational psychology.)
- Reymert, Martin Luther. The psychology of the teacher; an introductory study. Worcester, Mass.: Clark Univ., 1917. 3 p. bibl. 8°. \$1.50.
- Smith, Frederick Madison. The higher powers of man; with introduction by G. Stanley Hall. Lamoni, Ia.: Herald Pub. House. 4 p. bibl. 12°. \$1.25.
- PUBLIC HEALTH** Vedder, Edward Bright. Syphilis and public health; published by permission of the surgeon-general, United States Army. Lea & Febiger. bibl. 8°. \$2.25 n.
- QUARRYING** Mance, Grover Cleveland. Power economy and the utilization of waste in the quarry industry of southern Indiana. Univ. of Ind., 1917. 5 p. bibl. 8°. (Indiana Univ. studies, vol. 4, study 35.)
- RAILROADS—GOVERNMENT OWNERSHIP** Library of Congress. Brief list of references on the government ownership of railroads. Mar. 8, 1918. 12 mim. p.
- RAILROADS—HOUSE ORGANS** Bureau of Railway Economics Library. List of periodicals, "house organs," etc., published by rail-way companies of the United States. July, 1918. 8 p.
- RAILROADS—IN WAR** Library of Congress. List of recent references on railroads in war. June 14, 1917. 14 mim. p.
- RAILROADS—REGULATION** Library of Congress. List of references on the conflict of state and federal regulation of railroads. June 26, 1917. 6 mim. p.
- RAILROADS—WINTER SERVICE** Bureau of Railway Economics Library. A list of references to articles on winter service on railroads. 33 mim. p.
- RECONSTRUCTION** Moran, Mary, and Barney, Sybil. Selected list of references on reconstruction after the European War. Feb., 1918. 19 typew. p. 25 c. (Divided by countries. Obtained only thru P. A. I. S.)
- REFORMATORIES—FOR WOMEN** Connecticut State Library.—Legislative Reference Section. List of references of reformatory work for women. April 5, 1918. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- RUSH, BENJAMIN** Good, Harry Gehman. Benjamin Rush and his services to American education. Bluffton, O.: Amer. Educator Co. 16 p. bibl. D. \$1.60.
- RUSSIA** Fanning, Clara Elizabeth, comp. Selected articles on Russia; history, description, and politics. H. W. Wilson Co. 17 p. bibl. D. \$1.50. (Handbook series.)
- SCHOOLHOUSES** Bibliography on schoolhouses. (In Univ. of the State of New York.—Dept. of Educ. School buildings and grounds, 1917. p. 375-383.)
- SCIENCE** Mengen, Edward J. The beginnings of science; biologically and psychologically considered. Badger. 12 p. bibl. \$2 n. (Studies in science.)
- SCIENCE—TEACHING OF** Trafton, Gilbert Haven. The teaching of science in the elementary school. Houghton Mifflin. 3 p. bibl. D. \$1.30 n. (Riverside textbooks in education.)
- SEWAGE DISPOSAL** Potter, J. E. Activated sludge process of sewage treatment: a bibliography of the subject, with brief abstracts, patents, news items, etc., compiled from current literature. May, 1917. Rochester, N. Y.: General Filtration Co., Inc., Cutler Bldg. 40 p. 25 c.
- SIGN LANGUAGE** Seton, Ernest Thompson. Sign talk; a universal signal code, without apparatus, for use in the army, the navy, camping, hunting, and daily life; the gesture language of the Cheyenne Indians, with additional signs used by other tribes; also a few necessary signs from the code of the deaf in Europe and America, and others that are established among our policemen, firemen, railroad men, and school children; in all 1725, prepared with assistance from Gen. Hugh L. Scott; the French and German equivalent words added by Lillian Delger Powers, M.D. Doubleday, Page. 6 p. bibl. O. \$3 n.
- SLOVAKS** Ledbetter, Eleanor E. The Slovaks of Cleveland, with some general information on the race. Cleveland Americanization Committee. bibl. 25 c.
- SOCIAL INSURANCE** Miller, Gurdon Ransom. Social insurance in the United States. McClurg. 3 p. bibl. D. 60 c. (National social science series.)
- Potts, R. M. Short bibliography of social insurance and related subjects. (In U. S.—House.—Com. on Labor. Commission to study social insurance and unemployment, 1918. p. 242-245.)
- SOCIAL SERVICE** Russell Sage Foundation. List of department publications. 8 p.
- Russell Sage Foundation. Publications. 3 p. Selected bibliography for work in a community

- center.** *Intercollegiate Community Service Quar.*, Jan., 1918. p. 8-14.
- SOCIOLOGY, RURAL**  
New York State.—Dept. Farms and Markets. Bibliography of rural sociology. *Agric. Bull.*, no. 97, July, 1917. p. 127-135.
- SOLDIERS, DISABLED**  
Boston Public Library. Selected list of references on the reconstruction and re-education of disabled soldiers and sailors, in the Public Library. . . June, 1918. 22 p. (Brief reading lists, no. 5.)
- Federal Board for Vocational Education. Evolution of national systems of vocational re-education for disabled soldiers and sailors. May, 1918. p. 267-318.
- McKenzie, R. T. Brief bibliography on the rehabilitation of crippled soldiers. (In W. W. Keen. Treatment of war wounds. Saunders. p. 260-261. \$2.)
- SOLDIERS' FAMILIES—RELIEF**  
Library of Congress. List of references on the relief of dependent families of soldiers and sailors (with special reference to the European War). May 11, 1917. 8 min. p.
- Relief for dependent families of soldiers and sailors. *Bull. of Russell Sage Found. L.*, June, 1918. 3 p.
- SOUTH AMERICA—COMMERCIAL RELATIONS**  
Boston Public Library. Selected list of books on the commercial relations of South America, principally with the United States, in the Public Library. . . June, 1918. 20 p. (Brief reading lists. No. 4.)
- SPAIN—HISTORY**  
Merriman, Roger Bigelow. The rise of the Spanish Empire in the old world and in the new. 2 v. Macmillan. bibl. O. \$7.50 n.
- STATE REPORTS**  
American state reports and session laws exclusive of side reports, revised to Mar. 1, 1918. *Law Lib. Jour.*, Jan., 1918. p. 86-89.
- STATISTICS**  
Koren, John, comp. and ed. The history of statistics; their development and progress in many countries. Pub. for the American Statistical Association. Macmillan. bibl. O. \$7.50 n.
- TALC INDUSTRY**  
Library of Congress. List of references on the talc and soapstone industry. Jan. 19, 1918. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- TARIFF—AUSTRALIA**  
Allin, Cephas Daniel. A history of the tariff relations of the Australian colonies. Minneapolis. Univ. of Minnesota. bibl. 75 c. (Univ. of Minn. studies in the social sciences. no. 7.)
- TECHNOLOGY**  
Carnegie Library of Pittsburgh.—Technology Department. Technical book review index. Dec., 1917. p. 141-223. (Vol. 1, no. 6.)
- New technical books; a selected list on industrial arts and engineering added to the New York Public Library, April-June, 1918. 14 p. (Vol. 3, no. 2.)
- TEXTILE CONSERVATION**  
Noll, Amy. Bibliography on textile conservation; prepared for the A. L. A. committee on food information. *St. Louis P. L. Mo. Bull.*, April, 1918. p. 130-132.
- TIMBER**  
Stone, Herbert. The timbers of commerce, and their identification. Van Nostrand. 6 p. bibl. O. \$3.50 n.
- Timbers, lumber, wood construction, and finish. *Amer. Inst. Arch. Jour.*, April, 1918. p. 201-209.
- TYPHOID FEVER**  
Gay, Frederick Parker. Typhoid fever; considered as a problem of scientific medicine. Macmillan. 41 p. bibl. O. \$2.50 n.
- UNEMPLOYMENT**  
List of books on unemployment. (In U. S.—House.—Com. on Labor. Commission to study social insurance and unemployment, 1918. p. 101-104.)
- UNITED STATES—COLONIAL RELATIONS**  
Library of Congress. List of references on inter-colonial relations. Feb. 1, 1918. 10 typew. p. 50 c. (Obtained only thru P. A. I. S.)
- UNITED STATES—GOVERNMENT DOCUMENTS**  
Clarke, Edith E. Guide to the use of United States government publications. Boston Book Co. 34 p. bibl. O. \$2.50 n. (Useful reference series.)
- UNITED STATES—HISTORY**  
Cox, Isaac Joslin. The West Florida controversy, 1798-1813; a study in American diplomacy. Johns Hopkins Press. bibl. 8°. \$3. (Albert Shaw lectures on diplomatic history, 1912.)
- Hart, Albert Bushnell. School history of the United States. American Book Co. 3 p. bibl. 8°. \$1.20.
- West, Willis Mason. History of the American people. Ally & Bacon. 4 p. bibl. D. \$1.75 n.
- UNITED STATES—INTERNATIONAL RELATIONS**  
Latourette, Kenneth Scott. The history of early relations between the United States and China, 1784-1844. Yale Univ. Press. 1917. 55 p. bibl. 8°. \$2.20 n. (Transactions of the Conn. Academy of Arts and Sciences, v. 22.)
- VIRGIN ISLANDS**  
Booy, Theodoor Hendrik Nicolaas de, and Faris, John Thomson. The Virgin Islands; our new possessions and the British Islands. Lippincott. 4 p. bibl. O. \$3 n.
- VOCATIONAL EDUCATION**  
Leake, Albert H. The vocational education of girls and women. Macmillan. 16 p. bibl. D. \$1.60 n.
- Publications of the Federal board for vocational education. *Vocational Summary*, May, 1918. p. 4.
- VOCATIONAL GUIDANCE**  
St. Paul Public Library. Twenty-five ways a girl can earn money. 6 p. D.
- St. Paul Public Library. Vocations for boys. 6 p. D.
- WAR CHESTS**  
A few war chest references. [New York City] *Munic. Ref. L. Notes*, 22 May 1918. p. 273-274.
- WOMAN SUFFRAGE**  
Books on woman suffrage and allied subjects recommended for purchase by public libraries and high schools. *Mich. L. Bull.*, March-April, 1918. p. 40-41.
- WOMEN—EMPLOYMENT OF**  
Selected list of books on employment for women. *Mich. L. Bull.*, March-April, 1918. p. 41.
- WOODBERRY, GEORGE EDWARD**  
Ledoux, Louis Vernon. The poetry of George Edward Woodberry; a critical study. Dodd, Mead. 16 p. bibl. D. \$1 n.
- ZOOLOGY**  
Eisenberg, Christian Elizabeth. The factors controlling the distribution of the *Polynoidae* of the Pacific coast of North America. Univ. of California. 4 p. bibl. Q. 75 c. (Pubs. in zoology.)
- Locy, William Albert. The main currents of zoology. Holt. 18 p. bibl. D. \$1.35.
- ZOROASTRIANISM**  
Carter, George William. Zoroastrianism and Judaism; with an introduction by Charles Gray Shaw. Badger. 8 p. bibl. D. \$2 n. (World worship series.)

## WAR POINTERS

- Eat less—Breathe more.  
Talk less—Think more.  
Ride less—Walk more.  
Clothe less—Bathe more.  
Waste less—Give more.  
Preach less—Practice more.  
Worry less—Work more.

**The Open Round Table****A SERVICE FLAG FOR THE LAKE PLACID MEETING***Editor Library Journal:*

I am requested to have a service flag prepared, if numbers warrant, to be displayed at the New York Library Association meeting at Lake Placid the week of September 23. Would you not be willing to co-operate in its making by running in the columns of the LIBRARY JOURNAL a very urgent request that librarians send me *at once* names of all N. Y. L. A. members who have entered war service, to the end that the flag be made as complete as possible.

I would greatly appreciate whatever publicity you could give the matter and whatever urging you could bring to bear that the sending to me of names be not delayed.

And I would also appreciate volunteer assistance in sewing on the "last minute" stars at Lake Placid!

N. LOUISE RUCKTESHLER, Secretary N.Y.L.A.  
*Guernsey Memorial Library, Norwich, N. Y.*

**ABOLISH THE NON-ESSENTIAL ACKNOWLEDGMENT***Editor Library Journal:*

Some librarians have discontinued the ancient custom of "acknowledging" all gifts which come to them. It has long seemed to me that this is a wasteful and useless practice which should be universally abandoned. An occasional acknowledgment of an annual report or a four-page reading list makes the generous donor feel, as he drops the engraved form into a waste-basket, that it could hardly have been more effusively phrased if the gift had been an Elzevir or a priceless manuscript. And even if the acknowledgment is reasonably moderate in its expression of thanks,—*cui bono?*

Two reasons might (but don't) justify the acknowledgment habit. A receipt might some time be wanted to establish the fact that the gift was received. Or the sender might feel hurt by the lack of courtesy if no acknowledgment were made, and might remove the offender from his mailing list. I suppose that in an infinitesimal fraction of one per cent of all acknowledgments made, the receipt, if kept, may some time be useful. And as for the sensitive feelings of the giver, I wonder how many librarians have known, or have been grieved by the fact, that I made no acknowledgment of their latest annual report

(which I was truly glad to have, though I didn't acknowledge it). I wonder how many business houses or corporations, such as the Pennsylvania Railroad, for example, have blacklisted me for not acknowledging some pamphlet or report.

Acknowledgments are probably necessary when gifts are received from private individuals, especially if they are local residents. But the stereotyped form of acknowledgment certainly seems ill-suited to such gifts. As a general principle it seems to me that if an acknowledgment is needed it is because the gift calls for a more personal note.

Unless as a measure of war-economy, I have no hope that this communication will cause any abatement of the acknowledgment flood. But if the stereotyped note of perfunctory thanks must remain a vital part of library practice, might it not at least be dispensed with, like the third lump of sugar, "for the duration of the war?" I do not know how many books could be cataloged in the time now spent in recording and acknowledging gifts; or how many volumes could be purchased with the money now spent for mailing such acknowledgments; or how many hundred pounds a letter-carrier would have to lift to equal the bulk of a year's acknowledgments which now burden the mails. Such computations are not for me. But anyone statistically inclined could work them out in a small part of the time now spent in the non-essential occupation of acknowledging.

C. SEYMOUR THOMPSON, Librarian.

*Savannah Public Library,  
Savannah, Georgia.*

**Library Calendar**

Sept. 23-28. New York Library Association. Library week, Lake Placid. General theme: Book power. Speakers, Dr. C. H. Parkhurst, Dr. Melvil Dewey, Col. William Cary Sanger, Dr. Earl E. Sperry, Dr. Frederick W. Betts, William Warner Bishop, Frederic G. Melcher, and others. Please send names of association members enlisted in U. S. service to Louise Ruckteshler, Guernsey Memorial Library, Norwich, N. Y., who is preparing a service flag.

Oct. 9-11. Wisconsin Library Association. Annual meeting, Milwaukee.

Oct. 17-18. Joint meeting, Indiana Library Association and Indiana Library Trustees Association, Indianapolis.

SCHOOL AND LIBRARY  
SUPPLEMENT TO  
THE LIBRARY JOURNAL

SEPTEMBER, 1918

LIBRARY WORK WITH CHILDREN IN WARTIME\*

By CAROLINE BURNITE, Director of Children's Work, Cleveland Public Library

We cannot remind ourselves too often that April, 1917, marked the passing of an old order and the beginning of a new. We were less conscious of it then than we are now, we are less conscious of it now than we will be a year from now. It is a new order for every individual and no less new for every agency serving its community. New problems are being solved and old activities are being tested in the light of new national needs. Schools, libraries, settlements, and all other social agencies are being re-socialized. One may see this taking place on all sides, and every worker can tell of activities she is now promoting which two years ago were entirely outside her field. By reason of this resocialization of community life and forces, tremendous accomplishments have been possible. Out of these common undertakings has come a common spirit, which is bringing the community agencies into new relationships with each other and into a fuller understanding of the place that each should take.

Children, as a class, are as affected by this new life as any other one class. One of the great changes for them is that they must now make their own definite contribution of one sort or another to national needs. In other words, they have become an asset for the present as well as for the future. Not next month, nor next year, but now, they must be socially and economically productive, and upon these who deal with them, lies the responsibility for bringing this about.

In a great measure society is permitting each institution to decide how children shall help. It is largely allowing each to develop its own ways of helping, keeping a strict accounting only of immediate results. It

says to those agencies dealing with children: There are certain things to be done, take your part, show us at such and such a time what you have taken for your share, and at that time it will be determined whether it has been enough.

Society has given such agencies the new common aim of helping to the utmost. But society is not primarily concerned just at this time with the question of how we accomplish our ends, and whether we make what we do mean the most to the child that it can mean. That important question it will determine later, when the children of to-day are men and women, and then the test will be whether they meet the tremendous responsibilities of that hour with the fulness of their powers. But it is for us who work with children to remember now, that the resources and ability and spirit of the young man or woman who is twenty-one some ten years from now depends in no small degree not only upon what he does now at eleven in helping in food conservation or camp library work, but how he does it.

In a certain city a Kaiser's coffin was placed in a public square, and children as well as adults who had bought a War Saving Stamp were invited to drive a nail into the coffin. On bill-boards on leading streets are pictures of atrocities. Hundreds of children see these pictures every day. These methods of arousing feeling are known to be in use in other cities, which are leaders in much that is liberal and progressive, as is the one referred to. Do we need other evidences that the responsibility of the right education of children thru wartime activities lies peculiarly with the teacher, the librarian and the social worker at this time?

There are certain definite things wherein

\* Read before the children's librarians' section of the A. L. A. at Saratoga July 2.

children are proving that they can be of great assistance. On the economic side there are two: Saving and investment; food conservation and production. On the social side there are three: First, Red Cross work, carried on more recently thru Junior Red Cross activities; second, camp libraries; third, heightening and strengthening an ardent spirit of patriotism, thereby arousing those spiritual forces which are the mainspring of action of this time, and which define themselves in true fidelity and devotion to our own land. Rightly fostered, this spiritual ardor is indeed the greatest contribution to present times that children can make.

It is planned in this discussion to show in the reports of various libraries which follow, just what the libraries' contribution in war times thru activities of children have been. In utilizing the energies of children, the libraries have had, together with all other agencies, the advantage of the children's fine fresh joy in service which came to them in their first realization that they could help. This joy in service will climax and recede unless it is rightly used, and should this happen, the best that lies in service for them will be lost, their help will become only material and in the nature of set tasks. Giving them the fullest understanding of the importance of the things they are doing and a full knowledge of the ends they are serving, is the one way in which this can be avoided.

When the library takes the initiative in collecting books for camp libraries, when planning the part it expects the children to take in getting to the libraries the thousands of books to be collected, it should plan at the same time adequate means for the children to learn what camp libraries really are, to see pictures of camp libraries, to learn something of the similarity between a library in a camp and a city library. It must see that children understand from their own use of the library the need of many books on the shelves in order that a soldier may make a satisfactory selection, and something about the different kinds of books needed in a camp library.

If the library is able to secure the help of the manual training department of the

schools in making boxes for overseas shipments, it should make available some knowledge about the particular use of the boxes; why they are planned as they are, and the many other interesting matters which will help children know what they are working for. If the Boy Scouts are asked to help in certain definite ways, the library must not reward them with the medal of service of the scout organization, the scout paper, or in some similar way. It should see to it that they become intelligent public servants doing their share.

In other words, we must not set just so many tasks for the children as their part of these big movements, but we must remember that we should aim to appeal to their intelligence as we do in dealing with adults. It is the methods of presentation which must vary, rather than the principles themselves. The important thing is that children should understand that books are a great part of the recreation and education of the soldier, and they should understand, as well, why organization is necessary in carrying forward this work of supplying books to soldiers. One way to educate children in this camp library movement is to get them to write to their relatives who are in camp, asking whether they use the camp library, what they think of it, whether they find books there which they want, and what books they would like which are not available. This might be done in some spirit of investigation, which would give a little training in methods of getting first-hand knowledge.

Whatever in general may be the way the library goes about enlisting the aid of the children, various plans should be worked out, of course, and several organizations will doubtless be needed to carry out the plans. Aside from these dealing with children, commercial organizations might be asked to help, such as a photographers' association to furnish local photographs for pictures and slides; printers' association to furnish a special bulletin for teachers and children. In these and other ways, the resources of many groups of people will be levied upon to contribute to this particular phase of the education of the children.

But the child is chiefly an asset at the

present time in his contribution to the community feeling of fidelity and devotion to his country, and the library must play an important part in the quickening of children which this means. We have heard much about the various ways of inculcating patriotism. That such efforts have not always come out of careful thinking, but rather from a fine frenzy for immediate accomplishment is instanced in a child's estimate of her own teacher, "Gee, but she is one patriotism fiend!" One can read from such a remark, the pathos of mis-spent effort and how the child remained untouched by the most desperate appeals. This is the day of patriotism readers, which draw from much that is best in literature, but which are likely to fail in their purpose by reason of the very directness of their approach of subject. Just as direct moral instruction has little place in making of character, so the inculcation of patriotism will probably not be brought about by direct instruction in its beauties and values. It is true also that by no means all which the children can come to know of patriotism will be taken from books. We go to books for the fine deeds of the past and the present, but a part of such teaching must come out of the immediate experiences of the child, and still another part from intelligent service, well directed. The foregoing references to children's part in camp library work may illustrate the quality last mentioned.

The material which comes from books has been no less available in the past than now. It needs regrouping, however, to bring stronger focus upon motives and situations. Patriotic readers are an effort in this direction. But first let us remember we must understand what patriotism is before attempting to arouse any feeling on the part of the children thru story-telling and thru their reading. Can we not say that patriotism involves loyalty, knowledge of and obedience to law, knowledge of one's own country and other countries, sharing liberty, safeguarding liberty, sacrificing for liberty, service thru liberty. When we really understand this, we are ready to select and arrange material for the children. Heroic deeds in verse and prose give concrete form

to these attributes. We must consider the organization of society as well, so that the child can understand that society affords him certain benefits. The child of foreign parentage can understand that for him then lie opportunities peculiar to his own country in the free public libraries and the free public schools, even tho he may have heard at home tales of discouragement and of failure to secure those social and economic advantages, the hope of which prompted his parents' removal to America. When we give such meaning to his everyday contacts, we are teaching patriotism, as well as when we draw from the past, the deepest and richest experiences of mankind to meet this highest need. But in whatever way we attempt to perform this service, the surest way to avoid the danger of falling into abstract preachments, which are certain to fall always on deaf ears, is by carrying over to children, only that which has first quickened ourselves.

In our first reactions in war times, we have been much concerned with the patriotism or the lack of it, in the foreign-born. At times Americanism seems to mean birth in America. In our search for illustrations of heroic deeds we have taken little pains to seek in other than classic sources. The other day, twenty-five thousand Czechoslovaks marched in a parade in one city to honor the man whom they proclaim as their future president, Professor Massaryk. Some of their banners were messages to us. One read, "Americans, do not be discouraged! We have fought these tyrants for three hundred years!" To such people and to their history could we not well go for new tales of heroic sacrifices for freedom, which can quicken and impel librarian, teacher and child to a new conception of what safeguarding liberty and sacrificing for liberty really mean.

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THE National Security League has asked for the withdrawal from sale and from public libraries of Ellen Key's "War, peace and the future" (Putnam, 1916) on the ground that it contains dangerous pacifistic doctrines.

## WAR SERVICE OF HIGH SCHOOL LIBRARIES

[Editor's Note: This most suggestive record of war service in high school libraries, compiled by Mary E. Hall, of the Girls' High School in Brooklyn, was prepared for the annual meeting of the N. E. A. from material sent her by fellow members on the committee on high school libraries for the library department. The personnel of this committee, besides Miss Hall, was as follows: Leora M. Cross, West High School, Cleveland, Ohio; Lucile F. Fargo, North Central High School, Spokane, Wash.; June R. Donnelly, Simmons College, Boston; Clara Howard, Schenley High School, Pittsburgh, Pa.; Hannah Logasa, University High School, University of Chicago; and Ellis M. Morgan, Lincoln High School, Los Angeles, Calif. Each member of the committee canvassed a district covering several states, and from these district reports Miss Hall has chosen the most significant items. In submitting the report the committee expressed the hope that it would not only be suggestive to high school librarians of the part their libraries may play in war service, but that it would also prove a convincing argument with boards of education and school superintendents for the introduction of the trained librarian and the modern type of library in the high school for service during the war instead of after its close.]

FROM all parts of the country have come reports of the great variety of ways in which the high school libraries are helping to win the war. So many of the reports are full of practical suggestions for school library war service it is difficult to select that which is most distinctive and helpful. We wish that each report sent to us might be printed in full. For some of the suggestions of our report we are indebted to the "Report on high school library war service in New York city" prepared by Miss Katharine Christopher, librarian of the Julia Richman High School and presented at the annual meeting of the New York Library Club in May, 1918.

Constructive work has been done by most of the high school libraries along the following lines:

1. Helping pupils to understand why America is at war.
2. Stimulating a high order of patriotism thru American biography, great patriotic speeches of the past and to-day, books setting forth American ideals, etc.
3. Americanization of the foreigner. The daily influence of the library with its bulletins, editorials and news from the best daily papers and the best magazines, the reading of books recommended for study period and home use, all have an influence upon the foreign

pupil and his family. As Miss Christopher states in her report: "By vitally interesting the students they in turn will kindle the enthusiasm of the parents." These books and magazines taken into the home by the pupil give to the family a new viewpoint and offset the influence of the foreign language press and literature in some homes.

4. Arousing the enthusiasm of students for all forms of War service,—Liberty loans, War savings stamps, Red Cross, Food conservation, Camp libraries, etc.

The librarian of the Evansville (Ind.) High School writes: "Our school slogan is '100% Patriots' and the library is trying to do its share." The librarian of West High School, Cleveland, writes: "In all the various 'drives' the high school library has stood back of the school, supplying ammunition with the aid of bulletin boards, posters, clippings, pictures, pamphlets and books, magazine articles and reading lists." Miss Morgan of Lincoln High School, Los Angeles, reports for the school libraries of the Far West: "All are doing everything in their power to stimulate patriotic knowledge and service. The generous distribution of pamphlet material on the great war and the many beautiful posters sent out by numerous national and local boards, committees, and leagues for war service has led to general use of these in all the school libraries." The librarian of the Austin High School, Chicago, sums up the work of all the high schools reporting in the following report on her own school library: "The library has tried in every way possible to co-ordinate its work with all the war activities of the school, always aiming to keep right up to date by having available for use the latest material relative to these activities."

We have selected the following suggestions from the reports, feeling that they are specially worthy of mention as representing excellent methods of use of library resources and devices for stimu-

lating interest in the war and its literature and in the democratic ideals for which our country stands.

#### HOW SOME TEACHERS USE SCHOOL LIBRARIES

One of the most definite and suggestive reports received from any school library is that of Annie M. Thayer of the Bryant High School, New York city. This report outlines the work done by Margaret K. Acker, a teacher of English in the senior and junior classes. War work in Miss Acker's classes has taken two forms. Each week they have current topics with speeches on the daily happenings on the battle fronts, etc. In addition, each class has four or five patriotic days. Each class is divided into groups of about seven pupils. Each section forms a committee to make special study of an assigned subject and to entertain the class for one period with the result of their study. The patriotic days have been looked forward to with pleasure, feeling runs high and much excitement has been shown. Miss Acker writes: "I feel much true Americanism has been gained." This year they have discussed the following topics:

1. Democratic ideals of the founders of America and of to-day.
2. The ideals of Frederick the Great, Bismarck and the Kaiser contrasted with the ideals of Washington, Franklin, Jefferson, Lincoln, etc.
3. Aristocracy in German education, social life, German universities, the press,—a contrast with the freedom of thought and education in America.

In all this work the librarian has cooperated with lists of suggestive reading in books and magazines, pamphlets and clippings. Among the books found most useful were the following: Curtin—Land of the deepening shadow; Smith—Soul of Germany; Weyl—New democracy; Frederick the Great—Confessions; Notestein and Stoll—Conquest and Kultur; Ohlinger—Out of their own mouths.

In line with this work comes the suggestion of the part the bulletin board may play in developing Americanism. In the Richmond Hill High School, New York,

the librarian prepared an attractive bulletin on Benjamin Franklin entitled

"Benjamin Franklin: the good citizen"  
Saving  
Serving

Pictures, quotations from his "Almanac" on "Thrift," references to his service to his country, suggestive reading in his Autobiography, etc., aroused much interest on the part of the students.

In Englewood High School, Chicago, a six weeks course in "Democracy" has been given this year. This offered a great opportunity to the librarian and a special mimeographed list of all books, pamphlets, pictures, and articles which would be of interest in connection with this course was given to each teacher. A collection of pictures of famous men of to-day was in constant circulation throughout the school in connection with this course.

Long Beach High School Library in California reports the use of war pamphlets almost as text books. Hundreds are circulated for class and home use each day. The history department uses them one week, the English the next and so on, until it is certain that every pupil is really intelligently mastering the facts of all these vital problems.

In Oakland Technical High School the librarian keeps the *Official Bulletin* sent daily by the government and posts it in a conspicuous place with this clever label "Your government's daily message to you." This is used by modern history classes and for English and debate work in many schools. Some librarians make a card index to it for text of important bills, of speeches by the President, etc. Some include its specially interesting information in their "Current topics reading list" which they post each week to call attention to the best magazine literature.

In Brookline and Cleveland the English teachers use the best "War books" for book reviews, required reading and topics for oral English. In Brookline a Friday afternoon reading in the library on "War poetry" by the head of the English department aroused much interest.

All the libraries report a great demand for war books, especially personal narratives and war poetry. To meet the demand of teachers and pupils for war poetry librarians are making collections of clippings from newspapers and magazines, files of mimeographed copies of poems most in demand, scrap books for poetry, both clippings and mimeographed or typed, and are making a card index to best war poems in magazines which cannot be clipped.

In Los Angeles the board of education requires that "War lessons" be given once a week in each classroom. The high school librarians have compiled special reading lists to accompany lessons on "Science and the war," "Psychology and the war," etc., each department in the Los Angeles High School preparing a lesson on its subject in relation to the war.

Modern history teachers are sending pupils to search clipping files and magazines for material on such topics as "Labor and the war; what will Germany's expansion in the East mean to us?", "Comparison of Germany's government with ours," etc.

#### COLLECTION AND ORGANIZATION OF LIBRARY WAR MATERIAL

*Clippings and Pamphlets.* Clippings from newspapers and magazines form an absolutely necessary part of the modern library's equipment for reference work. Before the week's events have been summarized in the magazines the organized clipping file furnishes the current topics classes and modern history teachers with material on the most up to date topic and has it ready for reference the day after it appears in the newspapers. This clipping file keeps the school supplied with texts of important bills in Congress and legislature, important war measures, messages and speeches of President Wilson, Lloyd George and other leaders and with editorial discussion of topics of the hour. Jamaica High School, New York, reports a clipping file of important battle accounts, such as those of Philip Gibbs appearing in the *New York Times*. Most libraries organize these clippings and

thin pamphlets in alphabetical file under subject, keeping clippings in envelopes or folders and often mounting them. Pupils use these just as they would an encyclopaedia, looking under the alphabetical heading for Aviation, Submarines, Women and the war, etc.

All libraries reporting mention good working collections of the many valuable pamphlets published by the Committee on Public Information, National Security League, American Defense Society, etc.

San Diego High School Library circulates package libraries of clippings and pamphlets.

*Magazines.* Austin High School, Chicago, reports a card index to magazine articles on war topics of interest to high school students. This has been constantly in use and has made much material available which would otherwise have been lost for a month or so until the *Reader's Guide* covered those dates.

Horace Mann High School, New York, does not bind its magazines. The librarian cuts out important articles and pictures of war interest and files them in the vertical file.

*Pictures and Posters.* Many schools report collections of war pictures and cartoons. Many of these are mounted and used for bulletin boards and for circulation to classes. Horace Mann High School has a collection of cartoons which are used in history, English and art classes. Boys' High School, Brooklyn, has a collection of 45 official French War pictures and has started a collection of posters in connection with its war service.

Schenley High School, Pittsburgh, held an exhibition of posters in the High School Library. These were made by the art department for food conservation, gardening, thrift, Red Cross, etc.

*Scrapbooks.* Boys' High School Library, Brooklyn, reports a scrap book of clippings about the boys of the school who are in the war.

Scrap books for collections of "Battle accounts of special interest," for "War poetry," etc., have been tried in some schools.

**INTERESTING PUPILS IN WAR READING AND WAR SERVICE**

**Bulletin Boards.** Most high school libraries are making excellent use of numerous bulletin boards. Many report a "Daily news bulletin" made up of important news from the morning's paper cut up and posted under appropriate headings by 9 a. m. and kept there thru the school day. The librarian of Englewood High School, Chicago writes: "Special attention must be given to posting clippings which will surely strengthen public opinion as a force back of the war."

Brookline, Mass., High School has a "War map" with the battle line kept up to date by the history department. Lincoln High School, Los Angeles, has a special bulletin board devoted to war maps. One of these, headed "The line to-day" is kept up to date by tracing the position of the combatants by means of ribbons.

An interesting bulletin is reported by Manual Arts High School, Los Angeles. A display of old pictures of warfare cut from early numbers of the *Scientific American* is posted near recent war pictures so that students can see the changes in war apparatus and methods of fighting.

Brookline has a special bulletin board for pictures and clippings about the high school boys in the service and Parkersburg, West Virginia, a bulletin on insignia worn in the service. Parkersburg also reports a map showing the military cantonments. Brookline has a bulletin showing the flags of the Allies with a brief note on each country. Jamaica High School, New York, has a "Gun team" bulletin calling attention to matters of interest in artillery work and gun firing. It also has a bulletin "What a woman can do to help win the war," covering all forms of war service open to women. Girls' High School, Brooklyn, has a French bulletin edited by the French department. On this board are posted pictures and post cards of Paris and cities in France where our soldiers are located. Here are copies of French "trench newspapers," letters from French

orphans adopted by the school, pictures of these children, etc.

Notices of patriotic plays and movies which can be recommended to high school pupils are posted in the Girls' High School and attention is called to all meetings where there is opportunity to hear men and women prominent in the war work of to-day, e.g., the Archbishop of York at Carnegie Hall, Masefield's farewell address just as he left for England, Ambassador Gerard on his life in Germany, etc.

Harrison High School, Chicago, has a "Help win the war" bulletin devoted to all forms of conservation. Englewood, Chicago, finds that a bulletin on "War inventions" interests the boys and science teachers.

**War Table and Its Possibilities.** A special library war table has proved worth while in one library. On this, new interesting books on various phases of the war are displayed. Annotated reading lists of best war books are mounted and kept here for reference. Recent pamphlets and clippings on war topics are displayed in pamphlet boxes. War pictures which have been classified and mounted are displayed here. Brookline places on its war table collections of letters from the boys at the front and in the camps. These are copies of the originals and are typed by students in the typewriting classes.

**Reserve Shelves.** Englewood High School, Chicago, has an "About the war" section of shelves. These are in a prominent place in the room and on the shelves all material about the war has been set aside. Pamphlet boxes labelled Red Cross, Military matters, Gardening, The great war, etc., are here. Here is a shelf of military science books for cadets and a collection of the best histories and personal narratives of the war.

**Reading Lists.** The librarian of Oakland Technical High School arouses interest in war literature by posting all over the school the Gaylord "Have you read?" posters with space for the names of books. The librarian observes direct results in requests from shops and distant

classrooms in which students and teachers have no occasion to visit the library during the day.

Jamaica High School Library gives to pupils at the close of school stencilled lists of the best war books for summer reading.

Cleveland High School libraries use the two selected lists of war books with full annotations compiled by the Public Library and also a list of patriotic stories to read aloud and suitable for high school use. West High School Library, Cleveland, has made a full list of war material suitable for both junior and senior high schools.

Lists of best war books for high school libraries have been compiled by librarians of high schools in Madison, Wis., and Ypsilanti, Mich.

*Readings and Talks in Library and Class-rooms.* One librarian reports that two ten-minute meetings are held each week and at each meeting two four-minute speeches are made by teachers or pupils on topics related to the war. Topics are much wider in range than the usual government "Four minute" speeches because four are made each week to the same audience. Attendance is optional but there is always a large interested audience with many standing.

One library is used every day after school for groups of girls who are sewing for war relief. The librarian suggests interesting books to be read aloud at this time.

One librarian furnishes readings for weekly patriotic readings in the assembly. Articles are also furnished to teachers to read during Red Cross sessions.

*The School Paper.* Lake View High School, Chicago, printed in the school paper various lists on patriotic subjects. Englewood, Chicago, uses the school paper for articles announcing various library resources on Gardening, Food conservation, Red Cross, etc.

*Food Conservation.* With posters and bulletin boards, distribution of recipes and display racks of books on economical cooking librarians have helped interest

pupils in food conservation. Farmers' bulletins and special pamphlets have helped students in preparing talks on these topics. Jefferson High School Library in California circulates 300 pamphlets on food production, preservation and conservation.

Recipes for war time cooking are being collected and lent by many high school libraries. Minneapolis South High School collects recipes tested by the domestic science department and lends mimeographed copies. Lake View High School, Chicago, has a circulating library of recipes in pamphlet form. Lincoln High School, Los Angeles, reports that "Wheat conserving recipes" are printed on slips of paper to fit the book pocket of books drawn for home use and in this way sent into the homes of the students. In Austin High School, Chicago, a recipe file has been started in the card catalog. These recipes include War time candies, Wheatless cakes, Meat substitutes, etc. The librarian of Englewood High School, Chicago, posts notices in the lunch room that conservation recipes, menus, etc., may be had in the library.

Exhibits on food conservation are reported by librarians of Ypsilanti, Michigan; Brookline, Mass.; John Marshall High School, Chicago; and Pasadena, California. In Brookline two tables have been in constant use for original exhibits by the domestic science department. In Pasadena the librarian invited the Parent-Teacher's Association to a food conservation meeting in the library. There was a large display of government pamphlets and books on foods. Pencils and paper were provided for note taking and these were very generally used by the visitors. In John Marshall High School, Chicago, the librarian co-operated with the domestic science department in giving a "Food conservation exhibit." On six tables the domestic science department illustrated various ways of conserving food and suggesting substitutes. The librarian brought together pamphlets, books on food conservation, cook books and food posters.

**Food Production—Farming and Gardening.** At the technical high schools in Cleveland agriculture teachers who have charge of garden plots have made special demands upon the school libraries. In all school libraries, East and West, the libraries have furnished lists of books and pamphlets on school gardens and back yard gardens. Farmers' bulletins and seed catalogs have been placed on the racks in some libraries and in Cass Technical High School, Detroit, there were posted each week directions for the work which should be done at that time. In Englewood High School, Chicago, the librarian co-operated with the teacher of agriculture in bringing together on a reserve shelf a good working collection of books and pamphlets on farm craft problems. The members of the Boys' Working Reserve spent several laboratory periods in careful study of these.

**Liberty Loan Drives.** Most librarians report busy days in keeping students supplied with material for the "four minute" speeches English teachers in all parts of the country required for the Liberty loan drives. In Cleveland the board of education during the three weeks of the drive sent the following topics for essays by every pupil in the school: Winning liberty; Sharing liberty; Defending liberty. Each large topic was subdivided into smaller ones; e. g., Winning liberty included immigration, religious liberty, pioneers of liberty, captains of liberty, etc. Librarians not only helped in material for these topics but for a final prize essay on "Defenders of liberty of the present time."

**Red Cross Work.** In all the high schools the libraries furnished material for four-minute speeches, essays and reports in oral English in connection with the Red Cross drive for funds. Most libraries report special Red Cross bulletin boards on which are posted interesting pictures, clippings, notices, etc., concerning the work.

In many libraries the library reading room has been turned into a Red Cross work room. In Girls' High School, Brooklyn, it is used for a surgical dressings work room every afternoon from 3-5 p. m. Here students of all classes

have an opportunity to help and special schedules are made so that each class has an opportunity at certain times during the month. At Schenley High School, Pittsburgh, the library was turned into a workroom for an emergency call for splint belts. Boys and girls worked together and the work was finished on schedule time.

In East High School, Minneapolis, the librarian has a Red Cross knitting club meet in the library. One member reads while the others knit.

At Central High School the librarian was asked to give two talks to the faculty, one on the Red Cross in general and the other on the work of the American Red Cross.

In Cleveland high school libraries the librarians were called on to supply material for essays on every phase of Red Cross work from its history, development, international relations to present day activities. The board of education required every pupil to prepare an essay, written or oral, on one of the Red Cross topics.

#### LIBRARIES FOR SOLDIERS AND SAILORS

The first drive this last school year which brought the high school library into "war service" was the campaign for money for camp libraries. Librarians entered heartily into the campaign and organized teams of workers among the students in the schools. In Evansville, Ind., the librarian organized a team of twenty-four boys and girls to canvass the school. Each chose two helpers and in little over three days \$291 was raised. In Boys' High School, Brooklyn, the patriotic club known as The Uncle Sam Association undertook the drive and a representative met with the high school librarians of the city to plan the campaign in all the high schools. There was great rivalry among the school libraries as to which could raise the largest sum for camp libraries during Camp Library week. The total amount raised in the New York high schools was \$1586, of which the Boys' High School contributed \$478.

In the book drive in the spring Schenley High School had a weekly collection

of books and magazines thru the spring term and totalled 4550 books and 28,000 magazines. The magazines were mailed directly from the school to the soldiers as a branch post office was installed for the purpose. The books were prepared at the Carnegie Library where many volunteer workers, both teachers and pupils, helped paste, pack and make the typewritten cards for the books.

Specially interesting plans for organizing teams for collecting books come to us from Los Angeles, Pasadena, and Redlands, California, Cleveland, Des Moines, and Chicago and from Parkersburg, West Va. The John Marshall High School in Chicago reports the collection of 5347 books, thru appeals made by students in the public speaking classes who went out to the various section rooms as "two minute speakers." The Civic Industrial Club collected the books and took care of the count. In Pasadena for the first drive the classes were organized with a corporal for each. Corporals from the most successful rooms were made sergeants in the next drive, etc. The girls helped in preparing books for shipment and those who helped were given ten points in favor of their room leader for each hour they worked.

#### SCRAPBOOKS FOR SOLDIERS

The Chicago high schools have done more in preparing scrap books for hospitals than most other city high schools. The librarian of Englewood High School reports supervising the making of 200 which went from that school. In many schools the librarian co-operated with the art department in supervising in the scrap book work, helping select magazine pictures, short stories and jokes and cartoons. Some librarians report that the scrap books were undertaken by the English department, who looked to the library as a source of supply for pictures and stories.

In the Brooklyn Training School for Teachers 400 short story holders were filled with stories from magazines. Pupils did the pasting and other work necessary under the direction of the librarian.

#### LIBRARIES AND THE U. S. BOYS' WORKING RESERVE

THOSE librarians who were fortunate enough to hear the address given by Dr. Henry S. Wells at Saratoga, on the work of the U. S. Boys' Working Reserve, need no further argument to convince them of the service they can render thru co-operation with this organization. Their help is definitely asked in an editorial in *Boy Power* for July 15, the official bulletin of the Boys' Working Reserve.

"In initiating its campaign to mobilize the available youth of the land," says this editorial, "the United States Boys' Working Reserve has found that its first concern must of necessity be the 500,000 boys of 16 years of age and over and under 21 years of age now in attendance upon the high schools of the Nation. Its officers have understood perfectly well that the boys of Reserve age in high schools are but a comparatively small part of the total number of boys available for membership in the Reserve. Thus far no concerted effort has been made to reach the larger number of boys that are patrons of the public libraries, but the time has arrived when the 5000 libraries that are represented in the American Library Association shall be asked to co-operate with the Reserve and, so far as their limiting conditions will permit, to enroll and to assist in training the boys who come to their reading rooms and to their shelves for papers, magazines, and books.

"Already very many libraries have rendered conspicuous service. Some of them have been extremely active, and this is specially true of the libraries of the State of Illinois, where George A. Deveneau, librarian of the College of Agriculture, University of Illinois, was appointed director of library co-operation for that state. Mr. Deveneau reports that 75 of the libraries have rendered conspicuous service and have engaged in a great variety of activities to inform, to enroll, to train, and to inspire their boy patrons. The library at Joliet has enrolled 19 boys into the Reserve and 83 boys into the Junior Reserve. It has maintained a Roll of Honor which bears the names of all boys who have enrolled into

the Reserve from that library. The library at Freeport has enrolled 50 boys, and has been instrumental in securing the enrollment of very many boys who were already working on the farms and had been overlooked by other enrolling agencies. The librarian at Jacksonville has been specially active to place in the hands of her boy patrons the Farm-Craft Lessons, and has persuaded them to study these so that they have gone out to the farms with the same general book knowledge of their work as is possessed by the school boys who have studied the Farm-Craft Lessons in the public schools.

"Instances are of record where schools that have been tardy to take up the work of the Reserve have been greatly stimulated by the local librarian to an appreciation of their duty in mobilizing their pupils for food production. The librarian and the president of the library board of the Havana Public Library compiled a list of boys who are eligible for work in the Reserve and furnished this list to the local superintendent of schools. In Danville the librarian enrolled 20 boys and provided for their training in preparation for work on the farm.

"The librarian at Dixon has not only enrolled many boys from among her patrons, but keeps filed in her library for the use of the county director the enrollment cards. Her co-operation has gone so far as the placement of many boys on the farms of the county.

"In some few cases the librarian has secured the assistance of local physicians who have examined candidates for the Reserve free of charge.

"This record goes to show the possibilities of library co-operation when there has been placed in charge of the work a capable director, himself a librarian, thoroly acquainted with the work to be done and thoroly aware of the possibilities of libraries for furthering it."

The same copy of *Boy Power* also quotes from the statement prepared by Asa Wyncoop, chairman of the New York Library Association's committee on institutes for the use of local library institutes in that state:

"The following lines of help are suggested and desired from the libraries by the state director of this enterprise:

"a. That each library put itself into immediate communication with the State Director of the Boys' Working Reserve (Mr. H. D. Sayer, 230 Fifth avenue, New York city), the manager of its county farm bureau, and the head of the high school of its district, offering its services in this undertaking and asking for instructions as to methods of desired co-operation.

"b. That posters and appeals for volunteers be conspicuously displayed at each library, and that literature giving a full description of the plan, conditions of work to be done and nature of contract to be entered, be supplied to all inquirers.

"c. That a list of all boys enrolled at the library between the ages of 16 and 21 years who are not attending school be compiled, and that special efforts be made to bring the plan and appeal to the attention of such boys.

"d. That enrollment blanks be kept at the library and that notice in the local papers and on the library bulletin board be given of this fact; and that a roll be kept and posted on the bulletin board of all boys who enlist in the library.

"e. That the library provide for some preliminary and elementary instruction in the work to which the boys are called by securing and setting apart for this purpose such simple books and other reading matter as may be helpful."

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PROOF of the value of the Enoch Pratt Free Library of Baltimore, was given one day when a small boy who previously had borrowed fairy tales and books of a similar nature asked for "The sunbonnet babies." This was such an unusual choice that a few questions were asked, and it was learned that his mother could not read English. Isidor and Ida, aged ten and eight respectively, had taken upon themselves the task of teaching her, and they chose "The sunbonnet babies" as their text-book because the words are easy and the pictures interesting.

### HIGH SCHOOL LIBRARY PROGRESS DURING THE PAST YEAR

At the meeting of the National Education Association at Pittsburgh in July the library department received the following report of progress from its committee on high school libraries, of which Mary E. Hall is chairman:

This has been a year of great things in the progress of the high school library movement. The surveys of high school library conditions have proved conclusively during the last few years that definite standards must be set up as to what constitutes an efficient working high school library. This year such standards have been adopted by so important an educational association as the North Central Association of Colleges and Secondary Schools. In this matter of standardization the state education departments of New York and Wisconsin have taken important action requiring trained library service in high schools of those states.

We also find in looking back over this year that wherever the trained librarian has entered the high school the library has become the center for all forms of war service and is every month playing a larger part in the newer forms of educational work demanded of the schools by war conditions. It is hoped that as educational leaders come to realize the splendid contribution which the new type of high school library makes to the solution of our great problem of "Americanization," boards of education which a few months ago said they could do nothing about improving their high school libraries until "after the war" will now begin to question whether they can afford to let their high schools miss the influence of efficient organized libraries during the war. In every city in the country where the high school libraries are not upon a modern basis let us urge upon boards of education the introduction of the trained librarian as an important "war measure."

#### STANDARDIZATION OF HIGH SCHOOL LIBRARIES

By far the most important event of the year is the adoption of Mr. Certain's report on a standard organization for high

school libraries in the eighteen states of the Middle West represented in the North Central Association of Colleges and Secondary Schools. This report which is a thorough revision of the tentative report submitted by him in 1917 was officially adopted by the association at its annual meeting in Chicago in March, 1918. The full text of the report has been printed by the association for distribution in the states affected and copies of the revision may be secured from C. C. Certain, Cass Technical High School, Detroit, Mich.

According to the words of Mr. Certain in announcing the adoption of this report: "There is now an authorized standard for the Middle West accepted by common consent of those who expect to build to the standard." According to the revised report the period for attaining that standard is five years from March, 1918. This will give time for planning proper training courses for teacher-librarians in the small high schools. These courses should be given by the state university or state library commission and by thoroughly trained librarians competent to give training which would meet with the approval of the committee on library training in the American Library Association, in so far as that committee can set up standards for short summer courses of six weeks or more. Minnesota has for some time given such six-week courses for teacher-librarians and this course should be suggestive to other states. Missouri has for the last year or two provided similar instruction in library methods at its State University at Columbia. The University of Michigan this year offers an eight-week course in high school library administration.

#### STANDARDIZATION IN WISCONSIN HIGH SCHOOLS

An immediate result of Mr. Certain's tentative report in *Educational Administration and Supervision* for June, 1917, was the interest school superintendents began to take in the possibilities of the new type of high school library. In Wisconsin the state supervisor of school libraries reports that the state education department of Wisconsin has this year notified high school

principals of the state that, beginning with the school year 1919-1920, every high school in the state will be expected to have one member of its faculty a teacher-librarian who has had at least the training given in the course for teacher-librarians at the University of Wisconsin or its equivalent. The state education department expects that by that time enough persons will have qualified for this purpose. Larger high schools are expected to have high school librarians who have taken the full course in a standard library school.

#### STANDARDIZATION OF LIBRARY SERVICE IN NEW YORK HIGH SCHOOLS

The state education department of New York state, thru its division of school libraries, has this year sent out under date of May 1, 1918 the following ruling concerning the state certification of high school librarians:

Inasmuch as a district quota cannot be allowed for the service of a school librarian unless said librarian is a holder of a certificate it has been decided to issue certificates as follows:

a. Permanent certificates will be issued to those who are college graduates and also graduates of library schools approved by the Regents of the University of the State of New York.

b. Five-year certificates will be issued to graduates of approved library schools and after five years' satisfactory service a permanent certificate will be issued to such persons.

c. Three-year certificates will be issued to graduates of an approved short library course of not less than six weeks provided that such graduates have had at least two years of library experience.

d. One-year certificates will be issued to graduates of a short library course of not less than six weeks provided they have had one year's library experience, and to graduates of approved college and normal schools who have had no library experience provided they have had one or more sessions of the state summer library institute conducted by the State Library and are certified as having done satisfactory work.

e. Certificates may be renewed for a like period provided there is satisfactory evidence that acceptable work has been done during the period for which the original certificate was granted.

For service in cities of the first and second class only permanent certificate will be accepted.

#### STANDARDIZATION OF MISSOURI HIGH SCHOOL LIBRARIES

Thru the influence of Mr. Severance, librarian of the University of Missouri, a questionnaire was printed under the auspices of the committee on accredited schools and sent to all the high schools accredited by the university. This was done for the purpose of creating a standard for the high schools of Missouri based on present conditions. This year the University of Missouri has issued a *Bulletin* containing observations on high school library conditions and suggestions for improvement based on the information contained in replies to these questionnaires. The *Bulletin* suggests a standard of adequate library facilities for the accredited high schools of the university. This standard follows that set up in Mr. Certain's report.

#### THE NEW ENGLAND ASSOCIATION OF SCHOOL LIBRARIANS

Thru the influence of Louisa M. Hooper, librarian of the Brookline Public Library, June R. Donnelly, librarian of Simmons College, and Alice M. Jordan, of the Boston Public Library, a meeting of teachers, librarians and others interested in the work of high school libraries was called at Simmons College, May 18, 1918. At this meeting the New England Association of School Librarians was organized with Martha Pritchard, librarian of the Bridgewater Normal School, as president. The purpose of this association will be the development of efficient school library service in all New England schools. This association has an unusual opportunity for service and great things may be expected of it in the near future.

#### EXHIBITS

Your committee has continued its policy of sending exhibits of scrap books, lists, mounted pictures, etc., showing what the new high school library contributes to the school. Exhibits illustrating the work of the modern high school library have been sent to state meetings of teachers in Maryland, Georgia and Texas this year. In Georgia the exhibit was shown at the State Fair and in Texas the exhibit traveled

about the state and at the high schools of Waco, San Antonio, Jefferson and Port Arthur was kept long enough for the schools to make a careful study of such parts of the exhibit as might be suggestive in the library work of these schools. This itinerary thru Texas was planned by Elizabeth West, librarian of the Public Library, San Antonio. The University of Kentucky borrowed the exhibit of the National Council of Teachers of English illustrating what the modern high school library contributes to the work of the English department. In this way leading school superintendents and teachers in the high schools are given a vision of what their school libraries might do even tho the very few funds are available.

#### LIBRARY CONDITIONS IN SAN FRANCISCO SCHOOLS

"The public school system of San Francisco, California," is the subject of a report of an elaborate survey made in that city under the direction of Dr. P. P. Claxton and published as bulletin 46 in the 1917 series of the Federal Bureau of Education.

School library facilities, according to this survey, are rather meagre. In discussing the elementary school situation, the report says of supplementary materials:

"The great insufficiency of supplementary materials of all sorts was to the survey committee a striking characteristic of the San Francisco schools. A full list of all the supplementary books and libraries at hand in 12 representative grammar schools and elementary schools of San Francisco was furnished by the principals of these schools at the suggestion of one of the officials.

"The Jean Parker School is the best supplied of these 12. Its list of supplementary materials for geography gives 113 titles for the use of about 400 children (fifth to eighth grade, inclusive).

"If the plans outlined in the course of study are to be carried out, five times as many supplementary books will be needed. Ten times as many would not be excessive.

"This school, like the others, is supplied with regular sets of readers from the first to the fifth grades. In addition to the

supplementary readers in geography, history, and nature study, the Jean Parker School has a general library of 211 volumes; also reference books (dictionaries and encyclopedias).

"A general library of 211 volumes, even if well selected, is very small for a school of 775 children. A well-selected library of 1200 books would be of genuine value to both teachers and children in carrying on the studies of such a school. The other 11 schools which reported their full list of books are not so well supplied as the Jean Parker School. The Hearst school, for example, with 671 children of all grades, reports only 60 volumes of supplementary books in geography, and a general library of 400 books (names of books not given).

"The Jefferson School, with eight classes of children of all grades, has no geographical readers, and a general library of only 150 books. In spite of this handicap, the Jefferson School, by reason of the energy and spirit of its principal and teachers, was working well. Help and equipment are needed.

"None of these schools are properly supplied with supplementary readers and other library facilities. Teachers and schools can not do effective work under these conditions. A liberal allowance of money for supplying needed reference books and libraries thruout the entire system of schools is strongly urged.

"The following list gives the number of books reported for each of these 12 schools:

<i>Schools and classes.</i>	<i>Number of Books in Schools</i>	<i>Volumes in library.</i>
Jean Parker, 17 classes.....	211	
Hearst, 16 classes .....	400	
Emerson, 14 classes, 5 grades...	463	
Jefferson, 8 classes, all grades...	150	
Franklin, 17 classes .....	218	
Henry Durant, 17 classes .....	200	
Bryant, 15 classes .....	709	
Glen Park, 18 classes .....	310	
Mission Grammar, 16 classes ...	...	
Washington, 18 classes .....	320	
John Swett, 19 classes .....	125	
Columbia Cosmopolitan Gram- mar, all grades .....	168	

"The movement toward the establishment of an educational museum should be encouraged, necessary supplies of all kinds,

such as lanterns, pictures, phonographic records, gymnasium apparatus, globes, maps, etc., should be supplied much more liberally to all the schools, and a fuller, more effective co-operation between the schools and the public libraries should be established. The capacity of the public libraries for service to the schools will soon be very greatly increased and should be utilized to the fullest possible extent. The library officials manifested eagerness to co-operate with the schools.

"In Boston, St. Louis, Chicago, and other cities well-formulated plans have been carried out to supply the schools with pictures and other illustrative materials, and even with lanterns, lantern slides, and moving pictures. School museums of natural history, geography, and other subjects are not only opened for class excursions, but for the distribution of illustrative specimens to the schools.

"The teachers of San Francisco made a notable beginning toward the establishment of a school museum when they gathered together a collection of materials at the close of the recent Panama Exposition, derived from the various departments of that great exhibit. But these collections need to be put to the direct service of the schools."

Under "Civic education" attention is called to the opportunity offered the Public Library, just moving into new quarters, to make available to school children and others the material pertaining to their own community life. The best example of this sort of thing is probably to be found in Newark, N. J., where under the initiative of the public librarian and the co-operation of the school authorities, "Newark study" has been thoroly established in the public schools.

"All published materials relating to the city and state—histories, departmental reports, publications of public and voluntary social agencies, etc.—should be made available by the library," says the report; "but more important, there should be special attendants familiar not only with these materials but also with the course of study in the schools, who should have ready at hand the materials needed by classes as

the work develops week by week thruout the term, and who should directly assist pupils and teachers in the use of this material. A room should be set apart for the use of pupils in their study of this material relating to the community; a room where exhibits of pictures and other illustrative materials should be on display. It might be known as 'The San Francisco Room.' The library may also be the proper agency for the collection of slides and films illustrative of community conditions and activities, which should be lent to schools, social centers, parents' associations, local improvement associations, as needed. The possibilities in this line are almost unlimited.

"The working relations between the Public Library and the schools have been developed only to a very slight extent. The library does not seem to be in any real sense a part of the working equipment of the schools, and with few exceptions is not recognized as such by teachers. More branch libraries are needed; but more especially there is needed closer co-operation between library and teachers in regard to subjects taught at a given time in the schools and materials relating to those subjects available in the library. More definite and systematic provision should also be made for working collections of books to be lent to schools for short periods of time as needed.

"Individuals and private agencies have opportunity to co-operate with the schools and the library in the assembling of local materials for community study. A few years ago the City Club of Philadelphia published in bulletin form detailed reports of its Saturday discussions on the general subject 'What is Philadelphia doing?' These were available for general use. The Commercial Club of Indianapolis co-operated with the board of education in the publication of pamphlets relating to Indianapolis history and government which have found constant use in the public schools. The Association of Collegiate Alumnae of Wilmington, Del., appointed a committee of college-trained women to compile material relating to that city and state with specific reference to its use in the schools.

Many other instances could be cited. There are many individuals and various organizations in San Francisco who by co-ordinated effort could give impetus to such extension of the usefulness of the public library. Efforts in this direction should be made in full knowledge of the aims and methods of the schools, and the schools should have a supervisor or other representative thru whom such co-operation could be made effective."

In the chapter on "Education of the immigrant" the report says:

"A force possessing many latent possibilities as a factor in Americanization is the Public Library. San Francisco libraries have not yet recovered from the effects of the fire, but a magnificent new building in the civic center is already well on its way toward completion, so that the central section of the city should be well served, at least as far as the building is concerned. Definite plans for co-operation between the library and the school are already in operation. For example, each of the seven branch librarians must visit all schools in her library district. Two story-telling hours per week are conducted in each branch, one for older and one for younger children, the attendance in some cases running as high as 200 children. Branch librarians are in charge of this story-telling.

"The North Beach branch, in the heart of the Italian quarter, is the smallest in the city, yet during the year July, 1915, to June, 1916, it had a book circulation of 64,000, or just a little short of 20 per card holder per year. This particular branch has 7216 volumes on its shelves (6300 English and 900 Italian), so that each book circulated roughly nine times during the year, a most creditable showing. As a rule these Italian parents are anxious for their children to read English books rather than Italian, but the circulation of the foreign books unquestionably reaches families where English is not the current speech. With proper co-ordination of effort this branch library might be a most valuable medium for reaching the Italian people who are ignorant of English and for attracting them into the evening schools."

#### WILL YOU HELP A CHILD TO SMILE?

An appeal has been sent out from the Chicago Public Library addressed to the librarians of that city and all others who love little children, proposing the formation of a picture book collection, or series of collections, for the little children of devastated France.

A second division of the Kindergarten Unit, one branch of the Red Cross, is going "over there" early in September under the direction of Fanniebelle Curtis, director of Kindergarten Units in France. This organization has cordially agreed to forward the books to Miss Curtis and the fifteen kindergartners who will take them directly to the children. The first shipment has gone. Others will follow as often as enough books—and let them be bright, new books—are received. There cannot be too many!

Even as the Thomas Hughes collection from England, in Chicago's dark days after the Great Fire of 1871, started the Chicago Public Library, this little suggestion on the part of Chicago librarians may start a great movement for children's libraries all over France.

If you wish an opportunity to join in this "Smileage for the kiddies," send books or money as soon as possible to Adah F. Whitcomb, Thomas Hughes Room, Chicago Public Library.

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#### DEFECTS IN AMERICAN EDUCATION

PRESIDENT ELIOT's paper on "Certain defects in American education and the remedies for them," originally prepared for the Reed College commencement, June 1, 1918, has been published for wide distribution by the Bureau of Education, as Teachers' leaflet no. 5. The circular reviews the physical defects, as revealed both in school children and drafted men, and the mental defects, as shown in the large percentage of illiteracy in the National Army, and the lack of men trained to trade pursuits. For every defect a constructive remedy is suggested.



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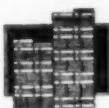
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Franklin Bookshop, Philadelphia, Penna. Natural History, Americana, Old Medical.

McGill's State House Bookshop, 221 S. Fifth St., Philadelphia. Americana, early legal, etc. Books, Prints, Autographs.

McVey, John Joseph, 1229 Arch St., Philadelphia, Pa. Americana, General History, Science, Theology.

Rosenbach Co., 2320 Walnut St., Philadelphia, Pa. Americana, English Literature Mss., Early Printing.

Schulte, Theo. B., 82-84 Fourth Ave., New York. Americana, General Literature, Theology.

Scopes, John E., & Co., 53 Maiden Lane, Albany, N. Y.

Newhall, Daniel H., 154 Nassau St., N. Y. Americana.

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Cadmus Book Shop, 150 W. 34th St., New York City.

Casper, C. N., 431 E. Walter St., Milwaukee, Wis.

Clarke, Charles W. Co., 128 W. 23rd St., New York.

Crawford, A. J., 4th and Chestnut Sts., St. Louis, Mo.

Foley, P. K., 14 Beacon St., Boston, Mass.

Goodspeed's Bookshop, 5a Park St., Boston, Mass.

Heartman, Charles Fred., 36 Lexington Ave., New York.

Humphrey, G. P., 65 Spring St., Rochester, N. Y.

Hunting, The H. R. Co., Springfield, Mass.

Huston, A. J., 92 Exchange St., Portland, Maine.

Lauriat, Chas. E. Co., 395 Washington St., Boston.

Leary, Stuart & Co. (Leary's Book Store), Ninth St., below Market, Philadelphia.

Lemcke & Buechner, 30 W. 27th St., New York.

Liebeck, C. F., 537 E. 63rd St., Chicago, Ill.

McClurg, A. C. & Co., Booksellers, Publishers & Stationers, Retail, 215-227 Wabash Ave.; Wholesale, 330, 350 E. Ohio St., Chicago.

Matthews, L. S. & Co., 2623 Olive St., St. Louis, Mo.

Mendoza, Isaac, Book Co., 17 Ann St., New York.

Morris, The, Book Shop, 24 North Wabash Ave., Chicago, Ill.

Morrison, Noah F., Elizabeth, N. J.

Pownall's Book Store, 33-37 N. Clark St., Chicago, Ill.

Preston & Rounds Co., Providence, R. I.

Putnam's Sons, G. P., Booksellers and Library Agents, 2 W. 45th St., New York City; 24 Bedford St., Strand, London.

Robinson, E. R., 410 River St., Troy, New York.

Scranton, Wetmore & Co., Rochester, N. Y.

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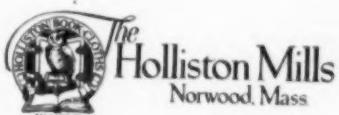
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